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ABSTRACT

The learning modules presented in this document were developed as part of the continuing Career Education and the American Indian Series. Intended for use with the early elementary grade levels, these modules were designed to meet the following career education objectives: awareness of self; awareness of others; awareness of culture; awareness of education; awareness of careers; decision making; beginning competency; skill development; and attitudes and appreciation. The modules contain the following elements: grade level recommendation; prerequisites; behavioral objectives; criterion measures; learner activities; and related content. Some titles of the modules included in this document are Basic Indian Cultural Values; Indian Legends; Indian Symbols; Planting Corn in an Old Indian Way; The Indian Family; A Sioux Dwelling; The Buffalo and the American Indian; South Dakota Reservations; A Comparative Study of the Indian Nations Prior to European Civilization; The Breaking of Racial Barriers; and Poetry in American Indian Culture. The last module presents six lessons on the Dakota language and includes a pretest and post-test along with detailed teaching instructions. The bibliography contains lists of books, films, periodicals, and other bibliographies. (A programed reader of similar subjects and grade levels is available--see note.) (BM)

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ED162177

THE UNIVERSITY OF SOUTH DAKOTA

CAREER EDUCATION AND THE AMERICAN INDIAN SERIES

PRESENTS:

Modules for Learning

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Spring 1976

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CAREER EDUCATION AND THE AMERICAN INDIAN
A compilation of activity plans for use in American Indian Cultural Studies for schools providing services to American Indian Children.

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SPECIAL RECOGNITION goes to the actual participants of the workshops who developed the modules in line with the set of instructions and sample modules, and who through the ensuing years following the workshops utilized the modules to develop a sense of prideful awareness on the part of their respective students.

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MODULES FOR LEARNING

Over the years that this writer has been associated with Education for the American Indian he has come in contact with a countless number of teachers who have expressed a desire for assistance in planning ways to meet the needs of their students in developing a base for understanding and taking pride in themselves as Indians, and for developing an understanding of their role in todays society and their ultimate realization of their career potential through the development of self confidence and competence.

After reviewing the modules in this booklet, it was decided that they would serve to extend the base for an awareness of self, an awareness of others, and an awareness of culture. There were many excellent modules submitted, and those selected by the evaluation team illustrate the greatest potential for applicability in meeting the needs of both Indian and non-Indian students, and further reflect an awareness of the many areas that could be covered in the classroom providing instruction to the Indian and non-Indian student as well.

The modules were adapted from material developed during three (3) special workshops held on the campus of The University of South Dakota as a follow-through for the training the workshop participants received in becoming aware of the unique problems encountered by American Indian students; of methods to solve problems; and of ways to develop and to recognize alternatives to contempory American Indian problems in the area of Career Education.

Though this booklet is a part of the continuing Career Education and the American Indian Series, it is felt that a brief review of what the preceding publications of the series contained is merited.

Career education is a continual process in which an individual becomes aware of occupational areas; selects an area of interest; enters into some type of preparation; and finally engages in the actual occupation.

For many years Indian individuals exhibited a limited career choice, for they entered primarily three areas of vocation: (1) teaching, (2) clerical work, and (3) nursing. Many articles and several books have been written in attempts to explain the "failure" of the American Indian to move into the mainstream of the larger national community. What those writings failed to recognize was that career education and career choice is much more than the preparation in the knowledge and skills for a specific career. It must incorporate the development of self, and awareness of self and others, and an area of how the individual relates to society, while at the same time taking cognizance of the needs of the student, the community, and the job potential prevailing.

The staff of the Career Education Demonstration Project for American Indian Children at The University of South Dakota recognizes the great diversity of the cultural implications for career education and for Indian children education, and endorses the concept that if any career education program for Indian children is to be effective, it must take cognizance of those children, their cultural values, and possibly a bilingual situation, and further must also continually remind educators that "career education is a continual process" from the cradle to the grave. It was because of this concept that the Staff decided to concentrate on the early elementary grade levels as an area of emphasis, and through this emphasis present activity plans, or modules for learning, that would aid the teachers in meeting most of the awareness for career education.

The elements of career education include the following objectives:

1. Awareness of Self (the development of self-identity)
2. Awareness of Others (the development of people/person identity)
3. Awareness of Culture (the development of a positive and prideful ethnic identity)
4. Awareness of Education (the development of an educational identity associated with the home and school and community)
5. Awareness of Careers (the development of a career identity through a gradual awareness of individual potentialities and capabilities)

6. Awareness of Careers (the development of economic understanding as it applies to the individual, the home, and to education)
7. Decision Making (the development of the ability to make decisions)
8. Beginning Competency (beginning skill development)
9. Skill Development (through career placement)
10. Attitudes and Appreciation (the realization of a sense of self-fulfillment)

It is the opinion of this writer that these objectives are well on the way to being met through the design of the modules presented in this booklet.

It is the hope of this writer that the possessors of this booklet will share it with other interested educators, and that they will continue on their own to meet the ten (10) aforementioned objectives.

It is also the hope of this writer that the modules in this booklet will serve as only the beginning of an educational venture that will prove beneficial not only to the American Indian students, but also to their teachers, the non-Indian student, the administrative officers of the concerned schools, and the community-at-large.

A bibliography is included for the edification of the users of the booklet. It is the product of the individual authors of the modules as they listed them in their papers. Some are without an indication of publisher or date of copyright. However, it is felt that the users of this booklet would find the indicated entries helpful in their search for material.

SUBJECT: Basic Value Structure of the Sioux Indians

Recommended for: Low Primary

PREREQUISITES: They know that there are Sioux Indians. They will know that there is a family structure. They know that a religious belief is a part of life. They know the need for ecology.

BEHAVIORAL OBJECTIVES:

1. Given a piece of paper with ten pictures on it, the student will be able to color the six pictures which show the Sioux Indian living in harmony with nature, within 20 minutes.

2. The student will be able to draw and color a picture of the family structure which shows the extended family concept.

CRITERION MEASURES:

1. Given a piece of paper with ten pictures on it, a student will be able, from memory, color the six pictures which shows the Sioux Indian living in harmony with nature, in 20 minutes.

2. Given a list of the names of family members, including the extended family on the board, the student will be able to draw and color a family structure including the extended family concept, and label each one within 30 minutes.

RELATED CONTENT AND ACTIVITIES: The classes will be given in different ways. Field trip into the outdoors to enjoy nature. Indian resource personnel will be brought in to talk about the extended family, and for how the Indian relates to nature. Class discussion will come before and after activities. Film strips and books related to the subject will be used.

SUBJECT: Basic Indian Cultural Values

Recommended for: 3rd and 4th grades

PREREQUISITES:

1. Students will have a knowledge of what a value is and be able to give an example of one verbally.
2. Students will have a knowledge of who a Sioux Indian is.
3. Students will have an understanding of what a family unit is.

BEHAVIORAL OBJECTIVES:

1. The learner will be able to demonstrate with a partner or small group of classmates a way the Indians shared their material possessions. He should complete this task in 5 minutes and may use available classroom objects as props if he chooses to do so.
2. With crayons and two pieces of drawing paper, the learner will draw two pictures. One will show life in an area where the Indian lived in a balance with nature. The other will show how the balance of nature has been upset by man. He will be given 20 minutes to complete this activity.
3. Without the use of aids, the learner will be able to explain orally the attitude Indians have toward material possessions. He has 2 minutes to complete this task.

CRITERION MEASURES: The criterion measure for this module will be teacher observation of the participation of the learner during learning activities and class discussions and field trips.

1. He will be able to demonstrate a way Indians shared material possessions.
2. He will be able to draw pictures to show a balance and imbalance of nature.
3. The learner will be able to explain orally the attitude Indians have toward material possessions.

LEARNER ACTIVITIES AND CONTENT: Classes will utilize a variety of activities and approaches. Major content points will be presented through movies, story books, role-playing, discussions, field trips, and comparative analysis.

Activities for objective 1 - sharing material possessions.

1. Role-playing will be utilized to demonstrate sharing and non-sharing situations.
2. Members of the class will identify and state the feelings they experienced relating to these sharing or non-sharing activities.
3. As a follow-up activity the next day everyone in the class will share his possessions that he has at school with other class members for the entire day.
4. Each class member will make a "love gift" for someone and give it to them.

Activities for objective 2 - man should live in a balance with nature.

1. The class will view two short movies "The Woodland Indian of Early America" and "Indians of the Plains - Life in the Past." These movies show how Indians lived in harmony with nature and were healthy and had all their needs supplied.

2. The class will walk or take a field trip to an area that has been desecrated or marred by modern man. They will identify ways the natural environment and balance of nature have been upset.

3. The class will listen to stories read from the following books:
   a. "Desert People" by Ann Nolan Clark
   b. "Indian Two Feet and His Eagle Feather" by Margaret Friskey.

Activities for objective 3 - The value of few material possessions.

1. A resource person, an older Indian will tell the class the Indian feelings about this value.

2. The class will compile and chart a list of things which are absolutely essential to a person's survival. They will compile and chart another list of belongings which we have and use that are non-essential to survival. (This can be done in small groups if enough adult help is available to do the writing.)

SUBJECT: A limited exposure to traditional Indian culture dictated by resources available in the immediate Vermillion area

Recommended for: Grades 4-6

BEHAVIORAL OBJECTIVES: Given a number of articles, each child will be able to identify those which are part of the Indian culture and be able to name them.

CRITERION MEASURES: Criterion measure will be a field trip to the W.H. Over Museum where they will be able to identify a predetermined number of articles that belong to the traditional Plains Indians culture.

Examples: buffalo, clothing, circular homes, weaving and beadwork, Sacred pipe, eagle feathers.

LEARNER ACTIVITIES:

1. Read a story book concerning traditional Indian culture and discuss the content-pointing out various articles of Indian culture. (The book would be one available at a library, but definitely on an approved list.)

2. Bring different articles into the group and discuss what they are and how they are used. Have the children look for things at home to bring in to talk about.

3. Have the children, with the help of resource people, make God's Eyes.

Editor's Note: The Ojo de Dios (God's Eye) is a modern art craft that has swept the country. The art of making the "Eye" has been readily adopted by Indian people. It must be remembered that is not indigenous to the Dakota or other Plains Indians.

SUBJECT: Basic values of the Indians designed for primary grades

Recommended for: Primary grades

PREREQUISITES:

1. Students should have a basic understanding of the concept of values. This should include an awareness of his own values. (What the learner feels are important values to him.)
2. The student should understand that there are Indian and non-Indian people.

BEHAVIORAL OBJECTIVES:

1. The learner will verbally describe the basic values the Indians held to be most important.
2. When presented with a sheet of paper and crayons, the learner will draw, within a 30 minute time period two nature scenes. One environmental scene depicting the way a person with Indian values would want the environment to be maintained; and another scene showing a polluted environment.
3. After listening to a story about Indian life, the learner will cite the values presented in the story.

CRITERION MEASURES: The criterion measures for this module will be completed mainly through discussion between teacher and learners.

1. Describe the values the Indians held to be most important.
2. Draw two pictures. One showing the way a man with Indian values would want the environment to be kept. The other pictures should show a polluted environment.
3. Listen to this Indian story. Afterwards discuss the Indian values you found in this story.

LEARNER ACTIVITIES:

1. A role playing activity will be set up utilizing small groups to portray a giving or showing situation, and a non-sharing situation.
2. A classroom media center will be constructed containing related materials - books, filmstrips, and pictures to broaden the learners knowledge of Indian values.
3. Two field trips will be taken. One to an area where man has lived in harmony with nature, and another to a site where man has carelessly abused and destroyed nature. This would relate to the Indian value of living in balance with nature.
4. The students will view pictures and slides showing scenes where the environment has been polluted and changed; and other scenes showing where the natural environment has been preserved.
5. After reading a story depicting the Indian value that material possessions are not held to be of great importance, a discussion between teacher and student will be held analyzing this concept.

SUBJECT: Sioux Religious Ceremonies

Recommended for: Intermediate Elementary level

PREREQUISITES: The students should have a good basic understanding of the following:

1. Meaning of vocabulary words used, such as structure, instruments, purpose and words from the Dakota language.
2. Life-style of the Sioux Indians.
3. Customs, religion, and beliefs.
4. Basic value structure.

BEHAVIORAL OBJECTIVES:

1. When presented with a list of the basic Sioux Indian Religious Ceremonies, the learner will choose one and write within a 10 minute period, about its purpose, structure and instruments used.

CRITERION MEASURES: The criterion measures for this module will be the test as follows:

From the following list of basic Sioux Indian Religious Ceremonies, choose one and write within a 10 minute period, about its purpose, structure, and instruments used.

LEARNER ACTIVITIES: Learner activities for this module will begin by the showing of a 15 minute filmstrip and tape called "Sioux Indian Religious Ceremonies" provided from the Johnson O'Malley funds.

After the filmstrip, the learners will conduct a discussion about Sioux Indian Religious Ceremonies.

Short stories depicting Sioux Indian Religious Ceremonies will be read aloud by the instructor. These stories were comprised from the Rosebud Reservation in South Dakota.

RELATED CONTENT: The following reading materials will be on display and are for the students' use in exploring in greater detail those areas in which he is particularly interested in:

1. THE PICTURE - SKIN STORY., by Alex Bealer. Holiday House, 1957.
2. THE NORTH AMERICAN INDIANS., by Ernest Berke. Doubleday, 1964.
3. THE SIOUX INDIANS., by Sonia Bleeker. Morrow, 1962.
4. SINGING SIOUX COWBOY., by Ann Nolan Clark. Haskell Press, 1954.
5. CHIEF JOSEPH: WAR CHIEF OF THE NEZ PERCE., by Russell Davis. McGraw-Hill, 1962.
6. TEPEE STORIES., by Edward Dolch. Garrard, 1959.
7. CHIEF JOSEPH OF THE NEZ PERCE., by Shannon Garst. J. Messner, 1953.
8. CRAZY HORSE, GREAT WARRIOR OF THE SIOUX., by Shannon Garst. David McKay, 1950.
9. RED CLOUD., by Shannon Garst. Follett, 1965.

10. RED EAGLE., by Shannon Garst. Hastings, 1959.
11. DAKOTAS. by Marion Israel. Melmont, 1951.
12. WARRIOR FOR A LOST NATION. by Dorothy Johnson. Westminster, 1969.
13. RETURN OF CRAZY HORSE. by William Kotzwinkle. Straus and Giroux, 1971.
14. ONCE UPON THE LITTLE BIG HORN. by Evelyn Lampman. T.Y. Crowell, 1971.
15. THE GREAT WHITE BUFFALO. by Harold McCraken. Lippincott, 1946.

SUBJECT: Indian Legends

Recommended for: Grades 4-6

PREREQUISITES: The students should have a good basic understanding of the meaning of legend.

BEHAVIORAL OBJECTIVES:

1. Within a small group, the learners will prepare a skit depicting a favorite legend.
2. The learner will write, within 20 minutes, his reaction to one legend.
3. When presented a large sheet of drawing paper and crayons, the student will draw in 30 minutes, his interpretation of a chosen legend.

CRITERION MEASURES:

1. List two characters in the skit presented by your group. Tell why they were important. You have 15 minutes to complete this task.
2. Using aids, verbally describe the importance of a chosen legend (your choice). You will have 30 minutes to decide and present from a given list.
3. Draw pictures of 5 animals and/or birds. Tell briefly what each one means. You have 45 minutes to complete this task.

LEARNER ACTIVITIES: From various books, legends SKUNNY WUNDY by A. Parker to entire group. Individual and groups will work on various tasks assigned. Set up classroom library from central school and community libraries. Films, film strips and kits will be used from available resource centers - (Public schools, city library, U.S.D., media center and state library) Indian resource people will be invited into the classroom to explain and tell Indian legends and meanings. A field trip to the community library to hunt for and (hopefully) find more books and pictures on Indian Legends.

RELATED CONTENT: The students' drawings and written interpretations will be displayed for other students and school visitors to observe. More reading materials will be displayed and will be for students use for exploring in greater detail those areas in which he is interested.

SUBJECT: The Winter Count of the Sioux

Recommended for: Grades 4-7 (math oriented)

PREREQUISITES: Students should have a good basic understanding of what the winter count was, why it, as such, was used (rather than another means of counting), and who used it.

BEHAVIORAL OBJECTIVES:

1. When presented with different pictures (scenes) from winter counts, the student will be able to identify: (1) the number of objects involved; (2) the type or kind of item involved.

2. When presented with a map of South Dakota, the student will be able to mark on it the main areas where the winter count was most frequently used.

CRITERION MEASURES: The criterion measures for the above stated objectives will be a teacher-made test broken down into the following two parts:

1. Identify from a list of objects the number of and kind of objects involved. You will have 20 minutes.

2. Pinpoint the main areas of general use of the winter count. You will have 10 minutes.

RELATED CONTENT/ACTIVITIES: A variety of approaches will be used in conducting the class. A background of the winter count will be presented. Then a museum tour to the St. Francis Mission Museum will be taken. This museum has an excellent display depicting winter count. Having finished the tour, the students will later hear from a local knowledgeable resource person about the winter count. In addition to helping the students achieve the behavioral objectives an in-class library of related materials -- books, films, and filmstrips -- and visual aids will be compiled.

SUBJECT: Winter Logs: An Indian Method of Recording History

Recommended for: Grades 3-9

PREREQUISITES:

1. Students will have already listened to a resource person explain about this method of record-keeping.
2. Students will have seen an actual log (if none available---a photograph will do).
3. Students will have been exposed to Indian picture language and will have compared it to our English language.

BEHAVIORAL OBJECTIVES:

1. The learner will, within a 10 minute period, identify on paper five personal important happenings in his lifetime.
2. The learner will, within a 50 minute period, construct his own winter log in picture language using his five important happenings.

CRITERION MEASURES: The criterion measures for this lesson will be completion of the learning activities and presenting them to the class. These activities will be teacher-evaluated according to individual ability and learner self-evaluation.

LEARNER ACTIVITIES: Each student will recall 5 important things in his life and write them out. Using any resources on Indian picture language, he will then construct his own winter log by drawing a symbol for each event. After completing the logs, each student will verbally recall his history while displaying his log.

RELATED CONTENT: I will use any books available on Indian picture language.

SUBJECT: Indian Myths

Recommended for: Grades 5 and 6

PREREQUISITES:

1. Read on or above 3rd grade level.
2. Have basic listening skills.
3. Able to operate a film strip previewer.
4. Knowledge and use of a record player.

BEHAVIORAL OBJECTIVES:

1. The student will present to the class a 4-5 minute summary of an Indian myth. It is to be told in sequence.
2. The student will identify the purpose or moral of the myth.
3. The student will demonstrate that he can hold the attention of his classmates by posture, diction and understanding of the myth.

CRITERIA:

1. Present to the class an Indiay myth, keeping events in sequence. 4-5 minutes in length.
2. Identify the moral or purpose of the myth as you see it.
3. The student will be scored on a 1-5 scale on the following items:
   a. Attentiveness of classmates.
   b. Posture
   c. Diction
   d. Interpretation.

ACTIVITIES:

1. Read myths from books.
2. Listen to myths on records or tapes.
3. See myths portrayed on film strips.
4. Indian resource people come in and tell myths.

SUBJECT: Lesson On Indian Symbols At Kindergarten Level

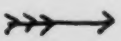
Recommended for: Kindergarten

PREREQUISITES: The children should have a very general basic understanding of the Indian race and know that there are differences in ways of living, communication, etc., of the American Plains Indians of today and those of a hundred or more years ago. They should also understand that symbols were used as a means of communications for the Early American Plains Indian people.

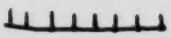
BEHAVIORAL OBJECTIVES: At the end of a 30 minutes period, with the direction and help of the teacher, the kindergarten children will draw a large triangle symbol of a tepee and on it draw and be able to name, orally, 10 Indian symbols that are displayed on the chalkboard in the room.

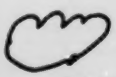
CRITERION MEASURES: The criterion measures for this lesson will be a teacher composed test given orally to each individual student in allotments of three minutes each. The students are expected to give the Indian symbols without aid:

sun

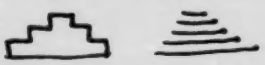
arrow 

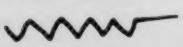
buffalo eye

fence 

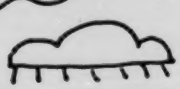
bear track 

night and day

mountain 

lightening 

snake

rain cloud 

LEARNER ACTIVITIES: The learning activity for this lesson will consist of the discussion of the ten symbols, each child drawing with crayons a triangle shaped tepee, and on it drawing the ten symbols discussed.

RELATED CONTENT: Pictures of tepees, rugs, beadwork, moccasins, pottery, etc. on which Indian symbols for communications and decorative purposes will be on display in the kindergarten room to enhance their understanding of this lesson.

MEDIA AND MATERIALS: Pictures of tepees, Indian rugs, beadwork, moccasins, pottery, clothing, etc. will be on display in the room. Crayons and paper will be provided for the lesson.

SUBJECT: Indian Symbols

Recommended for: Kindergarten

PREREQUISITES:

1. Diagram of Indian symbols on the bulletin board.
2. Pictures, posters, books, objects concerning the American Indian.

BEHAVIORAL OBJECTIVES:

1. Children to identify Indian symbols
2. Children to draw Indian symbols
3. Children to understand Indian symbols
4. Children to contrast Indian symbols
5. Children to realize the purpose of the Indian symbol

CRITERION:

1. Children to differentiate Indian symbols
2. Children to recite about Indian symbols using sentences and vocabulary of their own
3. Children to construct Indian symbols
4. Children to solve an Indian symbol story

LEARNER ACTIVITES:

1. Art Projects - construction paper.
   a. weaving
   b. headbands, vests, and beads
   c. fingerplays
2. Stories and story plays
3. Filmstrips
4. Songs and rhythms
5. Painting - finger painting, water color painting, etc.
6. Resource People: Indian parent, grandparent, medicine man, beading demonstration, outdoor games
7. Constructing a village including tents, campfire, lakes, and Indian families
8. Constructing a childsize Indian tent made from brown wrapping paper.
9. Field trip to a local museum

RESOURCES:

1. Let's Find About The First Thanksgiving. Carle and Martha Sharp
2. Singing Fun
3. The Desert People. Clark, Ann Nolan
4. Little Indian Basket. Clark, Ann Nolan
5. Indian Children of America. Farguhar, Margaret
6. Little Sioux Girl. Lenski, Lois
7. Indian Summer, Monjo F.
8. Salt Boy. Perrine, Mary
9. One Small Blue Bead. Schweitzer, Bryd
10. Indian Festivals. Showers, Paul

SUBJECT: The Eagle Feather

Recommended for: Kindergarten

PREREQUISITES: The students should have a good understanding of the following:

1. What honor is,
2. What a reward is,
3. What a good deed is.

BEHAVIORAL OBJECTIVES:

1. Without the use of aids, the student will name one animal of great importance in the Indian culture.
2. Without the use of aids, the student will name one valuable symbol used for reward in the Indian culture.

CRITERION MEASURES: As a criterion measure the taacher will ask the following questions:

1. Name one animal that is honored in the Indian culture.
2. Name one reward an indian could receive for doing a good deed.

STUDENT ACTIVITIES:

1. Teacher will read the following story to the students: WINNING THE EAGLE FEATHER.
2. Students will draw and color eagle feathers after looking at colored pictures of eagle feathers provided by the teacher.
3. Students will design and make head bands using feathers.

ALTERNATIVE METHODS:

1. Children will view filmstrip "Indian Legends".
2. Discuss rewards given in class - example, the granting of a gold star as a reward for a good deed.

AUDIO-VISUAL AIDS:

1. Teacher with the aid of students will construct a bulletin board showing colored pictures of eagles, eagle feathers, and an Indian wearing head dresses with eagle feathers.

SUBJECT: Drawing an Indian Peace Pipe

Recommended for: Kindergarten

PREREQUISITES: Rigid prerequisites for this learning module are not essential on the Kindergarten level due to the fact that any learning that takes place is fundamentally carried out as a basic experience. However, the kindergarten student must display some physical coordination as well as being able to listen attentively.

BEHAVIORAL OBJECTIVES:

1. When given a sheet of construction paper and crayons the kindergarten student will be able to draw a reasonable facsimile of an Indian Peace Pipe.

CRITERION MEASURES:

1. From memory and without the use of aids the Kindergarten student will draw and color one reasonable facsimile of an Indian Peace Pipe within a period of twenty-five minutes.

LEARNER ACTIVITES:

1. I will begin this teaching lesson by reading a story about the Indian Peace Pipe to the kindergarten children to acquaint them with this religious symbol as well as to arouse their curiosity.
2. I will show pictures to the children representative of the peace pipe as used by the upper Plains Indians.
3. I will bring into my classroom an authentic reproduction or model of an Indian Peace Pipe.

RELATED CONTENT ACTIVITIES:

1. Lecture on the significance of colors, feathers, and designs used on an Indian Peace Pipe.
2. Recognized local Indian religious leader who will provide children with additional information enhancing the topic.
3. Related filmstrips and films pertaining to the topic.
4. Pictures and photos depicting the subject.
5. The use of additional story books or magazines to waylay additional information.

SUBJECT: The Sioux Art of Loom Beading

Recommended for: Elementary

PREREQUISITES: The students should have a good understanding of the following:

1. How to thread a needle,
2. How to thread a loom,
3. How to form a pattern on graph paper,
4. How to bead a design on a loom.

BEHAVIORAL OBJECTIVES:

1. When presented with graph paper, within 30 minutes, the learner will create a design using either colored pencils or symbols to illustrate the design.
2. When presented with a loom and thread, within 15 minutes, the learner will set up the loom with the proper number of threads to create his design.
3. When presented with a threaded loom, needle, thread, and beads within 30 minutes, the learner will reproduce at least 6 rows of his original design in beads.

CRITERION MEASURES: Criterion measure for the above stated objectives will be a beaded design constructed in the following steps:

1. On graph paper, create with colored pencils or symbols a design to be reproduced in beads. You have 30 minutes.
2. On your loom, place the proper number of threads to produce the design. You have 15 minutes.
3. On your threaded loom, begin to reproduce your original design in beads. You have 30 minutes to complete at least 6 rows of your design.

ACTIVITIES:

1. One or two classes will be conducted by an Indian resource person telling the significance of the designs in Indian culture and the traditional uses of beaded materials. He or she will also present examples of beading and relate the history of them.
2. Available beading designs will be displayed in the classroom.

MEDIA AND MATERIALS:

1. Douglas, F.H., "Plains Beads and Beadwork Designs," Denver Art Museum Leaflet No. 73-74, 1936
2. Hunt, W. Ben. Book of Indian Crafts and Lore. Simon & Schuster, 1954
3. Minor, Marz Nono. The American Indian Craft Book, Popular Lib. 1972
4. Seton, Julia M., "American Indian Arts," Roland Press, 1962

SUBJECT: The Art of Sand-Painting

Recommended for: Intermediate level

PREREQUISITES: The students shall:

1. Recognize sand-paintings as a form of self-expression and communication.
2. Tell where sand-paintings were found and which tribes they are associated with.
3. Have drawn or traced from provided material (example: a coloring book) onto paper an Indian design of his choice such as a Thunderbird or geometric design.
4. Decide how each portion of the design shall be colored.
5. Determine from the design the size of ply-board (or a piece of finished scrap panelling) needed and get it, (If the teacher is furnishing the lumber at least have students do measuring and if possible the cutting.)
6. Sand and put a finishing on board.
8. Have sand prepared (I always furnished it - purchased at a crafts shop. Write sand can be dyed.)

BEHAVIORAL OBJECTIVES: (for this hours class): Using the media of arts and crafts we will continue constructing and creating a sand-painting by applying glue and colored sand (commercial or dyed) to the design on finished wood.

CRITERION MEASURES: Evaluation will be an observation on the teacher's part on how well the child follows directions as given either orally or written on board. (Not on whether the teacher likes the design!)

LEARNER ACTIVITES: Do the following in order given:

1. Use darkest colored sand first.
2. Spread a (moderate thickness) coat of glue (such as Elmer's or 3-M) on all sections where darkest sand will be spread; using finger or small moist paint brush.
3. Sprinkle sand over glued areas.
4. Let dry for 10-15 minutes (patience is key!)
5. Shake excess sand off and put it back in vile or container.
6. Continue with each color using lightest color last.

RELATED CONTENT: Commercial books on sand-painting available. Have as many art books and crafts material books available to look through. Have on display a plague bought in Arizona of a sand-painting made there plus examples the teacher has made. Films on Southwestern tribes often have examples of sandpaintings shown.

FOLLOW-UP: Finishing the following days by spraying a clear coat of shellac to keep the sand from eventually falling off.

Create another sand-painting to reinforce child's confidence in his ability to be artistic.

SUBJECT: Indian Symbol Drawings Used By The Indian Plains Indians

Recommended for: Junior High

PREREQUISITES: The students should have a good basic understanding of the following:

1. Basic style of dress of the Plains Indians.
2. General areas of where the Plains tribes lived.
3. Life-style of the Plains Indians.
4. Hunting equipment and practices.
5. Artistic contributions of the Plains Indians.

BEHAVIORAL OBJECTIVES:

1. With the aid of a ditto sheet containing the Indian symbol drawings each student will translate a given story. The length and type of story would vary depending on age of the student.
2. Each student will write an original story with the aid of a ditto sheet containing the Indian symbol drawings.
3. Students will translate a given story written in Indian symbol drawings into the English language.

CRITERION MEASURES:

1. With the aid of a dittoed sheet translate a given story written in English into Indian symbol drawings. This task to be completed in 15 minutes.
2. With the aid of a dittoed sheet write an original story about an Indian buffalo hunt. Use a minimum of fifty symbol drawings. This task to be completed in 30 minutes.
3. Without the aid of the dittoed sheet translate ten sets (sentences) of symbol drawings. Use complete sentences and correct puctuation. This task to be completed in 30 minutes.

RELATED CONTENT/ACTIVITES:

1. Students will be permitted to read their original stories to the class.
2. View filmstrip on the buffalo and buffalo hunt.
3. Have students try to write their name using symbol drawings.
4. Compile the original stories written by the students into a book. This book will be on display for students and parents to read.

SUBJECT: Pictograms: A Method of Indian Communication

This learning module will be used in the 2nd and 3rd grade levels as a part of the Language Arts Curriculum. This aspect of Indian culture could be broadened to be used in higher grade levels.

PREREQUISITES: The students should have a basic understanding of the following:

1. The origins of pictography;
2. Pictograms as a means of early communication;
3. Pictograms as a means of human expression;
4. Pictography was a forerunner of written language;
5. The materials used in pictograms;
6. Adequate preparation on the part of the teacher as to obtain the necessary resource materials to present the historical background;
7. A large pictographic chart should be prepared (by the teacher and/or students) and each pictogram labeled as to what it represents;
8. Examples of stories using pictograms and/or ideograms should be provided. Examples not pertaining to the Indian culture can be found in magazines such as Humpty-Dumpty, Jack and Jill, etc.

BEHAVIORAL OBJECTIVES: When presented a labeled chart showing a wide variety of Indian pictograms, children will write and illustrate an original story using a minimum of 10 examples of pictograms and share their story with the class.

CRITERION MEASURES: The criterion measures for this one hour module would be that each pictogram used in the story is portrayed in the correct sense or way.

LEARNER ACTIVITIES: To further pursue the subject of pictograms students could:

1. Draw several pictograms and have friend label each;
2. Bring in stones and paint pictograms on them;
3. Make slides and identify the pictogram when shown (information on how to make slides using clear contact paper, can be obtained from your audio-visual center);
4. Discuss the advantages and disadvantages of pictograms as a means of communication.

OTHER ACTIVITIES: The following activities could be used to further broaden the child's understanding and insure success of your objective could be:

1. Preparation of a bulletin board showing different phases of pictographic communication which would allow the children to make visual comparisons;
2. Have reference books readily available to show children the techniques used;
3. Use film strips to trace the origin of pictography and the history of its use, location, and methods.

ALTERNATIVE MEDIA: Alternative materials might include slides (commercially or self-made); transparencies; overhead projectors; master ditto books; and film strips such as: "Indian Picture Writing" by Robert Hofsinde; and "A Pictographic History of the Oglala Sioux" by Helen Bliss. The latter filmstrip is listed as an adult filmstrip but will provide a visual record of Sioux culture from which many ideas can be formed.

SUBJECT: The Painting of Truth

Recommended for: 4th grade

PREREQUISITES: The students should have a good basic understanding of the following:

1. The background of Oscar Howe.
2. Symbolism as a form of pictorial language.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the six basic colors and meanings taken from nature, within a 15 minute time period.
2. To differentiate between the skin-painting technique and the traditional method of painting. This is to be done in a twenty minute period of time.

CRITERION MEASURES: The criterion measure for this module will be a teacher composed test as follows:

1. Please list the six colors used by Oscar Howe and their meaning taking from nature. You have 15 minutes to complete this task.
2. From the following paintings be able to differentiate between traditional styles and skin-painting techniques. You have 20 minutes to complete this task.

LEARNER ACTIVITIES: Learner activities for this module will primarily consist of small group and class projects on various tasks assigned by the teacher and recommended by the student.

1. The teacher will present to the students Oscar Howe's paintings and background information through literature and a film.
2. Resource material will be provided for the student in the areas of traditional painting, flat two dimensional (skin-painting technique) and still life.
3. In small groups the students will mix the tempera medium from water, glue, fats, eggs and color.
4. Individually the student will paint a picture using the Oscar Howe technique.
5. Possible field trips could be taken to:
   (1) Mobridge, S.D. to view the auditorium with ten large murals.
   (2) Mitchell, S.D. to view the interior dome of the Carneige Library, or the eleven corn panels at the Corn Palace.
   (3) Vermillion, S.D. to view The University of South Dakota collection of Oscar Howe's paintings.

SUBJECT: A study of the Work of Oscar Howe

Recommended for: upper elementary

PREREQUISITES: Students should have a basic knowledge of the following:

1. Art vocabulary: color, line, motion, composition.
2. Experience in using water colors.
3. The ability to write paragraphs using comparison.
4. The film, "Oscar Howe, The Sioux Painter" (USD) (1973).

BEHAVIORAL OBJECTIVES:

1. When presented with print of "The Buffalo Hunter" by Oscar Howe, the learner will within five minutes time make a list of colors used in painting the picture.
2. With the use of the same aid the student will identify and list the subjects of the composition within one minute.
3. With the use of aid, learner will write a good paragraph within ten minutes discussing the movement in the picture.
4. When presented with a ruler and a mimeographed outline picture of a horse the learner will stylize the outline of the horse and divide the area of the background into at least seven areas bounded by straight lines.
5. When presented with water colors the student will paint the horse and background using at least 3 of the same colors found in the "Buffalo Hunter."

CRITERION MEASURE: For this module will be the learners choice of the following:

1. A paragraph or more in which the learner explains likenesses and differences in color choices, composition, style, and movement in a comparison of "The Buffalo Hunter" and a picture by Charles Russell that has similar subjects.
2. A paragraph or more in which the student compares "The Buffalo Hunter" with another picture by Howe.

LEARNER ACTIVITIES: Use high school and adult Indian people who are in the art field as resource people. A planned tour of the high school art department with emphasis on Indian work will be arranged. An exhibit of items featuring Indian art will be set up which students bring from the community.

SUBJECT: Oscar Howe and Symbolism

Recommended for: Grade 4

PREREQUISITES: The students should have a good basic understanding of the following:

1. The background of Oscar Howe.
2. Symbolism as a form of pictorial language.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the six basic colors and meanings taken from nature, within a 15 minute time period.
2. To differentiate between the skin-painting technique and the traditional method of painting. This is to be done in a twenty-minute period of time.

CRITERION MEASURES: The criterion measure for this module will be a teacher composed test as follows:

1. Please list the six colors used by Oscar Howe and their meaning taking from nature. You have 15 minutes to complete this task.
2. From he following paintings be able to differentiate between traditional styles and skin-painting techniques. You have 20 minutes to complete this task.

LEARNER ACTIVITIES: Learner activities for this module will primarily consist of small group and class projects on various tasks assigned by the teacher and recommended by the student.

1. The teacher will present to the students Oscar Howe's paintings and background information through literature and a film.
2. Resource material will be provided for the student in the areas of traditional painting; flat two-dimensional (skin-painting technique) and still life.
3. In small groups the students will mix the tempera medium from water, glue, fats, eggs, and color.
4. Individually the student will paint a picture using the Oscar Howe Technique.
5. Possible field trips could be taken to:
   a. Mobridge, S. Dak. to view the auditorium with ten large murals. Mitchell, S.D. interior dome of Carnegie Library and the Corn Palace. Vermillion, S.D. University of So. Dak.'s collection of Oscar Howe's paintings. Pine Ridge, S.D. the History of the Oglala mural in the auditorium.

SUBJECT: The use of stylized designs in communication between Sioux tribes

Recommended for: Middle grades

PREREQUISITES: (minimum)

1. Knowledge that early (pre 1500) Indians did not have a written language.
2. Knowledge that Indian tribes did not have a common spoken language.

BEHAVIORAL OBJECTIVES: General: Increase students knowledge of Indian history. Specific:

1. Identify how artistic skills can be used for communication.
2. Compare designs of early Sioux tribes with similar designs to other cultures.

TERMINAL OBJECTIVES:

1. When presented with 10 designs, the students will correctly identify 4 purely Sioux designs within five minutes.
2. Using any aids available, the student will construct a message using designs associated with a particular culture. The student must identify the culture - time limit 1 hour. The message must be understood by other students.
3. Numbered slides of objects which have adapted Indian designs to contemporary use will be set out, with projector and screen - students will, in their free study time, identify the original source of the designs on a worksheet. They may work in small groups and compare their decisions.
4. Without aids, a student must choose a contemporary object, and using pure and/or adapted Sioux designs decorate it according to its purpose or use. A list of possible objects will be supplied from which the student may or may not choose.

CRITERION MEASURES: A teacher constructed test as follows:

1. Below are 10 designs we have studied from several cultures. Circle those which are pure Sioux designs. You have 5 minutes.
2. Using designs from one of the cultures we have studied, write a message on a transparency. Tell what culture the designs come from. You have 1 hour, and may use any reference materials you wish. Tommorrow we will view the messages and the other students will translate them into written English. The success of your message will be determined by how many students understand it. Your knowledge will be shown by how many messages you translate accurately.
3. Working in 2's or 3's, view the numbered slides which are beside the slide projector. On your worksheep identify the source of the design on each slide. You may take all the time you need and use any reference you want.
4. Choose a contemporary object (some suggestions are listed below) and use pure or adapted Sioux designs to decorate it according to its purpose or use. A simple sketch is all that is neccessary. You have one-half hour to complete this assignment. Work by yourself and do not refer to notes or other aids. Rely on what you know.

LEARNING ACTIVITIES:

1. Prerequisites - show movie, slide - tape - or read Indian story which demonstrates how misunderstanding can occur because of lack of common language or written language. Students with broader background in Indian history may write a short story demonstrating this.

2. Use slides and transparencies to compare Sioux, Navajo, Cherokee, etc. designs. Briefly show and describe Babylonian picture writing and Egyptian hieraglyphics - Chinese characters demonstrating that all peoples have at one time used this form of communication.

3. Discuss Indian designs, possible reasons for their form and why they were used, what they meant.

4. Supply drawing materials. Have students re-create designs from as many cultures as students can research. Students must identify culture and purpose of designs. Depending upon the schools' media resources and library size, some or all of the source materials for the students may be teacher constructed, particularly the slides and transparencies. USD Learning Resources Laboratory is a possible source of materials, pictures, etc.

5. If possible, take field trip to view Indian artifacts.

SUBJECT: Responses to Environmental Factors by Plants Grown by Indians before the arrival of white men

Recommended for: 4th grade science

PREREQUISITES: The students should have completed all of the activities suggested in **Environments, Teacher's Guide, Part four,** "Plant Responses to Environmental Factors" pages 68-83, Science Curriculum Improvement to Study (SCIS), Rand McNally and Company, Chicago, Illinois, 1970.

The completion of the above mentioned material implies that the student should now be able to:

1. Successfully plant seeds and care for the plants.
2. Measure accurately the growth of seedlings.
3. Keep a Team record of the plants' measurements in height and record the measurements in millimeters, centimeters, or inches to the nearest 1/16 inch.
4. Record the measurements on class charts for class observations and conclusions.
5. Find the average growth for each kind of plant.
6. Interpret class results of experiments to determine range and optimum range and variation as they apply to plants.
7. Work cooperatively in groups and work creatively to plan experiments without step-by-step teacher direction.

BEHAVIORAL OBJECTIVES:

1. Without aid, the student will list 10 plants grown by the Indians before the arrival of white men in America. This should be completed within a 10 minute period.
2. Identify the Indian tribes who were recognized to be the best farmers of the Southeast, the Northeast, and the Plains. This should be accomplished within 5 minutes.
3. Contrast and compare the Indian food gatherers and Indian farmers. This should be in a short paragraph and within a 10 minute period it should be completed.
4. Explain in a few sentences how the Indians helped the white men to become better farmers upon their arrival in America. A period of 10 minutes is allowed for this.

CRITERION MEASURES: The criterion measures for this module will be a teacher composed test as follows:

1. Use the results of any Team's experiment to give an example of **variation** with reference to plant growth. You will be given 5 minutes to complete this task.
2. Write a paragraph explaining what is meant by a **controlled** experiment. You will be given 15 minutes to do this.
3. Differentiate between the terms **range** and **optimum range** in reference to an experiment done by any Team. You will be given 10 minutes to complete this task.
4. Use a ruler to draw lines of the following lengths:

a. 4 7/16 inches,
b. 19 centimeters
c. 195 millimeters,
You will be given 5 minutes to complete these measurements.

LEARNER ACTIVITIES: To get the experimentation underway for this project will require a minimum of two class periods of about 50 minutes each. Learner activities will consist of research in the library, sharing of findings, dividing into Teams, planning the Team work, executing the experimentation, and finally after a period of two to three weeks the sharing of results and the drawing of conclusions.

An outline of the organization of the activities:

1. Within a 30 minute period in the library, the students should individually research and list the plants Indians farmed before the arrival of white men in America.

2. The students should then share their findings and make a master list of the plants.

3. During a second class session the students should form Teams of 3 members and then design experiments to determine plants' responses to environmental factors such as light, temperature, water, and chemicals. (SCIS materials are to be used and a specified number of seeds of one plant per team).

4. The seeds should be planted and the Teams should plan a record-keeping system which they will keep for two to three weeks. Observations should be made at intervals the Teams decide upon.

5. The recording of the growth should be recorded in millimeters, centimeters, and inches (to the nearest 1/16 inch).

During the period of experimentation with the plants which the Indians grew before the white men came to America, the children may pursue any other research in relation to the plants on their master list, or they may want to explore other facets of Indian history unrelated to the science experimentation. This is permissible.

SUBJECT: The edible wild plants of the Rosebud

Recommended for: Junior high - Biology

This is a part of a unit that could be developed in a biology class following the study of plants or in an ecology class. It would be preferable to present the unit in the late spring.

PREREQUISITES: The students will have studied botany as a part of biology and will know how to identify plants on the basis of leaf structure and arrangement, shape of stem, flower type, type of root, etc., and will be proficient in using a key to wild plants. The students will hear and see a presentation by a local Indian resource person dealing with wild plants and their role in the Indian's diet.

BEHAVIORAL OBJECTIVES:

1. Given the information provided by the resource person, the student will be able to locate and identify at least three wild plants that are edible or have edible parts, and are or have been a part of the American Indian's diet. This will be accomplished during a one-day field trip.

2. During the same one-half day field trip, the student will collect specimens of one of the three plants he has identified.

3. The student will demonstrate and/or explain the preparation and use(s) of the plant he has collected in a three to five minute oral presentation.

CRITERION MEASURES: Will be a teacher-constructed test in two parts as follows:

1. Name from memory ten edible wild plants from slides and/or photographs presented for one minutes each.

2. From a list of plants identified on the field trip and discussed in the oral presentations, select four and write a paragraph about each to (1) to describe the plant; (2) name the edible part(s); and, (3) describe its preparation. You have forty minutes for this activity.

LEARNER ACTIVITIES: The classes will be conducted using Indian resource personnel, a field trip, teacher assistance, oral presentations, and discussions.

An Indian resource person will be utilized to present background information that will provide the students with an idea about what to look for on the field trip, and to explain to individual students or groups of students the method of preparation for the plant he has collected.

The field trip will entail a visit to a prairie area known to contain many of the plants mentioned by the resource person.

A collection of pictures, books and filmstrips will be available in the classroom to facilitate the achievement of the behavioral objectives.

ADDITIONAL ACTIVITIES:

The student may want to obtain recipes using the edible wild plants they have collected and compile a group booklet.

The students could mount specimens of the plants they have collected and write a paragraph about their use.

The students might prepare several Indian dishes using parts of the collected plants and have a tasting party.

Some students may want to investigate other uses that Indians make of plants, such as dyes or medicine, and prepare a report and/or exhibit about them.

The uses of local wild plants for survival would provide an all-encompassing report.

BIBLIOGRAPHY: The following books will assist the student in achieving the behavioral objectives stated previously.

Johnston, Bernice. SPEAKING OF INDIANS. University of Arizona, 1972.
Kimball, Yeffe. THE ART OF AMERICAN INDIAN COOKING. Doubleday, 1965.
Norbeck, Oscar. BOOK OF INDIAN LIFE CRAFTS. Association Press, 1968.
Salomon, Julian. BOOK OF INDIAN CRAFTS AND INDIAN LORE. Harper and Row, 1965.
Scully, Virginia. A TREASURY OF AMERICAN INDIAN HERBS: THEIR LORE AND THEIR USE FOR FOOD, DRUGS, AND MEDICINE. Crown, 1970.
Vogel, Virgil. AMERICAN INDIAN MEDICINE. University of Okalhoma, 1970.

SUBJECT: Planting Corn in an Old Indian Way

Recommended for: Primary grades

PREREQUISITES: The students should understand that:

1. Corn is a plant.
2. We can plant a seek and grow corn.
3. Indians planted corn before the white man came.

BEHAVIORAL OBJECTIVES: When given a blank sheet of paper the learner will, within fifteen minutes, write a paragraph describing the planting of corn in the old way. This paragraph will include three different steps as shown in the activity.

CRITERION MEASURES: The criterion measure for this module will be a demonstration. The learners will plant corn in the old manner. An afternoon will be used to prepare and complete the planting.

LEARNER ACTIVITIES: Learner activities for this module will consist of an Indian resource person telling and demonstrating how corn was planted before the white man came.

The chapter on Grandmother Pretty Bird planting corn in the book "Corn for the Palace" will be read and dramatized.

SUBJECT: Preparation of Indian Fry Bread

Recommended for: Middle grades, Junior High

PREREQUISITES: The students should have a basic understanding of:

1. The general style of Indian cooking.
2. Reading and following directions of a recipe.
3. How fry bread relates to the Indian way of life.

BEHAVIORAL OBJECTIVES:

1. The student will be able to prepare a traditional Indian food - fry bread.

CRITERION MEASURES:

1. When presented with the necessary ingredients, the students will be able to mix and fry edible Indian bread.

ACTIVITY:

1. An Indian community resource person will demonstrate the procedure involved in making fry bread.

MATERIALS NEEDED:

1. A big bowl
2. A sturdy spoon
3. rolling pin,
4. a knife.

PROCEDURE: 2 Tablespoons baking powder, 2 Cups powdered milk, 2 big sifters of flour (6 Cups), 1 teaspoon salt, 1 Cup sugar (not quite a cup), 3 Cup warm water. Mix and then add 1 egg (beaten). Roll out flat (about ½" thick) and cut a slit in each piece. Deep fry until golden brown on each side.

SUBJECT: Preparing plum pudding - Indian style

Recommended for: Special Education classes

PREREQUISITES: The children should have a good basic understanding of the following:

1. How the Indians cooked their food.
2. Where the Indians got their food.
3. How the food was kept from becoming spoiled.
4. Reasons for preparing food in the fashion used.

BEHAVIORAL OBJECTIVES:

1. Prepare Plum pudding in Indian fashion.
2. Serve it to others at the end of the lesson.
3. Discuss what we know about traditional Indian eating habits.
4. Discuss how actual food is prepared.
   a. What are the favorite foods?
   b. Are they eaten hot or cold?
   c. Why are they prepared in the way they are?

TERMINAL BEHAVIOR:

1. Pick plums off the tree.
2. Wash plums and pick off the stems.
3. Crush the plums in a large flat bowl using wooden spoons.
4. Remove pits.
5. Combine plums, flour, sugar and water.
6. Cook until thick.
7. Cool and ladle into individual portions.

DESIRED BEHAVIOR:

1. Pick plums carefully without crushing.
2. Careful removal of all foreign objects.
3. Measure the ingredients carefully.
4. Stir cooking mixture carefully.
5. Use care around hot mixture.

6. Ladle out with care to avoid spilling.

ACCEPTABLE PERFORMANCE:

1. Fruit picked without bruising.
2. Stems and foreign objects removed with care.
3. Measure with cup and measuring spoons.
4. Do not let the mixture scorch while cooking.
5. Don't get burned fingers in the cooking process.
6. Ladle the pudding into the individual containers, not on the table.

SUBJECT: The Indian Family

Recommended for: Mentally Retarded classes

PREREQUISITES:

1. Basic style of the dress of the Indians.
2. Life-style of the Indians.
3. Hunting practices.
4. Indian customs, religion and beliefs.
5. Common characteristics of Indians.
6. Artistic contributions of the Indians.
7. Some value structure and mannerisms practiced by the Indians.
8. How the Indian has had to adopt to the current environmental surroundings and how he has made out.

BEHAVIORAL OBJECTIVES:

1. With the use of films, the learner will learn the basic emotions that Indians express as their way of life.
2. With the use of pictures, books, etc., learn all about the Indian life and the buffalo hunts.
3. With the use of the overhead projector, the learner will learn some of the types of Indian food and how they are prepared.
4. With the use of lots of aids, learn about family members.
5. With the use of aids, the learner will learn a little about the Indian religion.
6. With the use of a tape recorder, present some of the simple, basic Indian things, ways, etc. See what the learner can tell back to you as a sort of remembering or recall.
7. With the use of pictures, books, etc., the learner will learn how the Indian culture was kept alive.
8. When presented with a particular story, the learner will explain or retell the story back to the teacher - if not in talking by drawing.
9. When presented with a large sheet of drawing paper and crayons, the learner will draw a picture of an Indian house.
10. When presented with 5 simple words on the Language Master, the learner will tell me what he can about each.

CRITERION MEASURES:

1. Please show me three basic emotions the Indian expressed as their way of life.

2. Please show me one way in which Indian life was tied to the buffalo hunt.

3. Please tell me or show me different types of Indian food.

4. Please tell me something about Indian religion.

5. Please draw on paper the story I read you.

6. Please draw whatever means the most to you.

LEARNER ACTIVITIES: Learner activities will consist of individuals and small groups. An Indian person will teach the students in the art of beading and craftwork. In a small group, the students will construct an Indian home. Each one will be responsible for the construction of various pieces of furniture, clothing, etc. Invite an Indian lady in to make and serve corn bread. An Indian grandfather or grandmother will come in and tell a story and say something in their Indian language. Have an Indian Medicine Man come - tell the pupils this is the Indian doctor. Use an Indian Resource person to visit the class on a daily basis for one month and teach them some piece of beadwork or crafts. Have an Indian artist come in to show some of his work. Take a couple of field trips - have them be actual experiences - in that way the pupils will never forget. Since mentally handicapped learn from seeing and doing - I have included lots and lots of visual aids.

SUBJECT: How the Sioux gets his name.

Recommended for: Middle grades

PREREQUISITES: Students should have an understanding that most Indian names as we know them are actually English translations. Several Sioux names should be available and their English translations. The Indians name and its value to the Indian should be understood in relationship to the total picture of Sioux life.

BEHAVIORAL OBJECTIVES: Given appropriate learning activities the child will be able to indicate his knowledge of the meaning of names to the Sioux by the following exercises:

1. The child, after hearing an Indian myth (on tape) will be able to correctly identify **orally** one or two characters by their Indian names. The tape should be about 10 minutes so he should be able to identify the characters in 3 to 5 minutes.

2. The child, given an oral list of 5 mixed English and Sioux names, will be able to identify the 2 Indian names in 2 or 3 minutes.

3. Given 2 Indian names, the child will be able to recite an appropriate reason for the Indian's choice of one of the given names. He should be able to accomplish this orally in 5 minutes.

4. The child, given 2 Indian names, chooses one name and depicts the meaning of the name by drawing three to five pictures.

5. The child, after role playing a given situation, can orally choose an Indian name that would be appropriate for that situation.

CRITERION MEASURES: The child will orally answer the questions for each objective with a correct response.

1. Identify one or two characters in the myth given in the tape. You will be given 2 or 3 minutes.

2. Identify 2 Indian names in the given list. You will be given 2 or 3 minutes.

3. Recite an appropriate reason for an Indian's choice of one of the given names listed. 2 or 3 minutes.

4. Bear Upon My Back - Struck by the Wind -
Choose one of the above Indian names, and depict a possible meaning of the name by drawing three to five pictures.

5. Role play a given situation. (must inclose situation - several choices according to the ability of the child). Orally, choose an Indian name that would be appropriate for that given situation.

LEARNER ACTIVITIES:

1. Old photos of known Indian chiefs with their Indian names will be on display about the room.

2. Books using Indian names will be available at varying reading levels.

3. An Indian resource person may be invited to come in and explain his own name and its meaning.

4. Tapes and filmstrips using Indian myths and stories will be available for the child's use.

SUBJECT: Indian Home Life

Recommended for: Kindergarten

PREREQUISITES: To introduce and give the Kindergarten child an insight into the life of the Indian people, their culture, food, clothing and surroundings. This may be the childs first knowledge of the Indian and his culture, and may be accomplished in many areas.

BEHAVIORAL OBJECTIVES:

1. The learner has been introduced to the culture by stories that will be read as an introduction, by group discussions after the stories have been read. The stories should have a good background and should cover areas of food, clothing, culture and home life. From the story and group discussion we could learn some words from the Indian language.

2. Arts projects can be done such as -- Indian headbands, Indian jackets, and could do a few Indian symbols and these could be coordinated with the art projects.

3. Indian words for some foods and clothing could be stressed and taught by rote.

4. Indian songs could be taught and snug.

5. An oral review of the clothing, food, culture, should be given, and to climax the project, a simple Indian food could be made, under the supervision of the teacher, and be eaten by the group. (The food that would be possible for the children to make would be a fruit pudding.)

CRITERION MEASURES: To evaluate our projects, to determine whether objectives were accomplished. The children can demonstrate their ability by telling about the clothing, head dress, jackets. Review the words and symbols that were taught, and sing songs that were presented.

Making of the food would be the lesson that would be worked at in conjunction with the review.

To climax the lesson we would eat the food that was prepared, wear the clothing that we made and make use of the words and symbols that were taught.

MATERIALS TO BE USED:

Stories:

Farguhar, Margaret. INDIAN CHILDREN OF AMERICA.
Benchley, Nathaniel. RED FOX AND HIS CANOE.
Friskey, Margaret. INDIAN TWO FEET AND HIS HORSE.
Thornton. LITTLE KEEKO.

Songs:

TEN LITTLE INDIANS-- American Singer.
DANCE INDIAN MAN DANCE-- Magic of Music.

Art Materials:

Construction paper
Paint
Large paper bags

Material for food:

Canned sauce such as blueberries

Words to be taught:

Watapi--food
Aguyapi--bread
Wojapi--pudding
Wiyaka--feather

SUBJECT: The North American Indian Dwellings.

Recommended for: 3rd and 4th grades

PREREQUISITES: The students should have a good basic understanding of the following:

1. Basic styles of dwellings of the North American Indian.
2. General areas of where these dwellings were found.
3. Reasons for different styles of dwellings.
4. Common characteristics of dwellings.

BEHAVIORAL OBJECTIVES:

1. Without the use of aids, the learner will name four major types of North American Indian dwellings.
2. Without the use of the aids, the learner will list 3 major reasons in which way did the Indian dwellings serve the Indian.
3. Without the use of aids, the learner will write a sentence describing one type of North American Indian dwellings.
4. Without the use of aids, the learner will draw a picture of an Indian dwelling.

CRITERION MEASURES: The criterion measures for the module will be a teacher composed test as follows:

1. Please list 2 reasons why these dwellings were ideal for the North American Indian.
2. Please describe 4 different dwellings the way they were built.
3. Please give some reasons why were there so many different kinds of dwellings.
4. Please draw a picture of an Indian dwelling.

LEARNER ACTIVITIES:

1. In small groups the students will construct model North American Indian dwellings (materials will be provided)
2. Each student will locate the Indian dwellings on a U.S. map.
3. A field trip at the USD, W.H. Over Museum to see models of Indian dwellings will help the students.

RELATED CONTENT: The following reading materials will be on display and are for the students use in exploring in greater detail those areas in which he is particularly interested: 1) Meet the North American Indian by Elizabeth Payne, 2) American Indians before European Settlement - film - i-j-h 11 min. C-17 Color $3.25.

SUBJECT: Tools used by the Plains Indians

Recommended for: Grades 2-6

PREREQUISITES:

1. General knowledge of the Indian people.
2. Reason and use of tools used by both Indians and whites.
3. Types of materials available for use - skins, bones, rocks, horns.

BEHAVIORAL OBJECTIVES:

1. After discussion and display the child will be able to readily identify four of the five basic tools used by the Indians.
2. The child must be able to match the tool to the related activity. (a worksheet involving matching)

CRITERION MEASURES:

1. Please draw and color for me four tools used by the Indian that we've discussed.
2. After completing no. 1, please draw our present day tool next to the first one.

LEARNER ACTIVITIES: The children will listen to many of the Indian stories. These stories will show many of the tools which we will be discussing. Stories are a great way for small children to learn. Many of my students come from rural areas where tools are used everyday. I will try to relate to that the beginning of tools and why they originated as they did and why materials such as bones, wood, horns, rocks, etc. were used.

An Indian person will be invited to come to the classroom to explain tools on display. She will demonstrate how they were used. We will try to make a small hammer (rock) for the children.

RELATED CONTENT: The following reading materials will be on display and are for the students' use in exploring in greater detail those areas in which he is particularly interested.

SUBJECT: A Sioux Dwelling

Recommended for: Grades 2,3

PREREQUISITES: Students should have a basic understanding of different Indian tribes. The background should include an understanding that there are many tribes of Indians and each ways of living was different as to their locality.

BEHAVIORAL OBJECTIVES:

1. Without the use of aids, have each student draw a picture of a Sioux dwelling. Determine how much you must go into the subject.

2. When presented with a tipi, be able to explain the meaning of symbols.

CRITERION MEASURES:

1. Able to understand why symbols are on tipis and that they do have significant meaning.

2. Have a group of tipi's and be able to know that it is a Sioux dwelling and not just Indian related.

LEARNER ACTIVITIES:

1. Show a film or filmstrip on Sioux Indians way of life.

2. Observe pictures.

3. Build a minature dwelling. Be as authentic as you can.

SUBJECT: The Three Types of Heat Transportation

Recommended for: Junior high and high school

PREREQUISITES: The students should have a good basic understanding of some science principles, such as the atomic and molecular structure of matter and the ability of energy to be in several different shapes and forms. The student should also have a basic understanding of the way of life of the American Indian.

BEHAVIORAL OBJECTIVES:

1. To list the three types of heat transportation used by the American Indians in their daily living.
2. To explain how the type of heat transportation known as **conduction** was used by the American Indians in their daily living.
3. To explain how the type of heat transportation known as **connection** was used by the American Indians.
4. To explain how the type of heat transportation known as **radiation** was used by the American Indians.

CRITERION:

1. To list the three types of heat transportation used by the American Indians with 100% accuracy.
2. To explain in 250 words or less, in 15 minutes without aids, how the type of heat transportation known as **conduction** was used by the American Indians.
3. To explain in 250 words or less, in 15 minutes without aids, how the type of heat transportation known as **connection** was used by the American Indians.
4. To explain in 250 words or less, in 15 minutes without aids, how the type of heat known as **radiation** was used by the American Indians.

RELATED CONTENT ACTIVITIES:

1. The class will be conducted using various approaches. The majority of the material will be received verbally and by reading from resource materials. However, all of the following may be used at one time or another.
    1. Comparative analysis
    2. Experimentation
    3. Reading
    4. Laboratory experience
    5. Lecture.
    1. Comparative Analysis: This will be a thought process in which the teacher will initiate the description and analysis so as to ascertain and evaluate similarities and differences in the types and uses of heat transportation used by the American Indians.

2. Experimentation: This activity will involve a planned experimental procedure that will enable students to discover the types of heat transportation by means of controlled variations of conditions.

3. Reading: Information will be gathered from available reference books, periodicals, encyclopedias, and other sources of material.

4. Laboratory experience: This will be a learning activity carried on by the pupils in a laboratory, which involves the practical application of theory through observation, experimentation and research.

5. Lecture: Here the teacher will give an oral presentation of the facts or principles and the class being available for note taking. This generally involves little or no pupil participation.

MEDIA AND MATERIALS: The following media may be implemented and made available to the learners. Also any additional material one feels helpful may also be used.

SUBJECT: Hunting Buffalo by the Prairie Indians

Recommended for: 3rd grade

PREREQUISITES: This module is prepared to be used by third graders who have the following background information:

1. Information on Indian life on the Plains in the days before the white men came.
2. The children would also have gained an understanding of Indian family and tribal life.
3. They would need to understand that the prairies then was open country, transportation was by foot, and weapons were made by the tribe themselves.
4. Some of the children in such a group would be capable of reading to gain information, while others would be dependent upon listening, using pictures, and other visual means of learning.

BEHAVIORAL OBJECTIVES: This module is being presented to show how dependent the life of the Indians of the Plains was upon the buffalo. From it they gained food, shelter, clothing, tools, cooking utensils, bedding and many other things.

ACTIVITIES:

1. Map study showing the part of the United States where these Indians lived. Each student could have a map to color in this portion.
2. By using aids, such as books or stories and pictures, the children will learn how scouts were sent out to locate the buffalo herd.
3. Read to the children portions of books to show the difference between the single buffalo hunt and the big hunts of the fall and spring.
4. List the different means of sending messages back to the tribe after the scouts spotted a buffalo herd.
5. Look at pictures and read to find out how the tribe traveled, following the herd.
6. Sketch a sweat lodge used by the leaders of the hunt to cleanse their bodies on the eve of a big hunt.
7. Discuss the importance of the Buffalo Dance and look at pictures of the dancers wearing the buffalo headdress.
8. Watch the filmstrip "Indians of the Plains - Buffalo hunters."
9. View the film loop "Bison herd."
10. Using aids, prepare reports (could be done in small groups) on the following topics:
    a. "Building a Buffalo Tray",
    b. "The Duties of Various Members of a Tribe during a Big Hunt",
    c. "Decoying the Buffalo into the Trap",
    d. "Harvesting the Meat, Hides, Bones, and other parts following the Hunt."

CRITERIONS: Divide the class into four groups. Give each group a large sheet of white wrapping paper, 36" x 3 yards, and assign each group a mural to draw depicting what they have learned.

1. The Sweat Lodge and the Leaders of the Hunt.
2. The Buffalo Dance.
3. Decoying the Buffalo herd into the trap.
4. The end of a successful buffalo hunt.

LEARNING ACTIVITIES:

1. View a bulletin board on various phases of the hunt.
2. Viewing the filmstrip "Indians of the Plains - Buffalo Hunters" and "Indians".
3. Using the film loop - "Bison Herd."
4. Suggest making a model travois.
5. Reading library books on life of the Plains Indians.
6. List the hardships and dangers of the hunt.

SUBJECT: The Buffalo and the American Indian

Recommended for: Grades 4-7

PREREQUISITES:

1. The learner should understand the way Indians hunted for the buffalo.
2. Know some customs and beliefs of the Indians.
3. Know the basic environment in which they lived.

BEHAVIORAL OBJECTIVES:

1. The learner should know 5 different uses the Indians made of the buffalo.

CRITERION MEASURES:

1. At the completion of the period the learner should be able to describe in writing 2 different ways the bones of the animal were used.
2. Be able to tell how the women prepared the skins of the animals.
3. Describe how the meat was prepared for eating.
4. How were the other parts of the animal used by the Indians?

LEARNER ACTIVITY:

1. Take a field trip to museum.
2. Children may draw pictures of Indians preparing buffalo for use.
3. If possible obtain some buffalo meat for children to taste.

RELATED CONTENT: Many books and pictures could be provided for the learner to use in research. These would be from school and public library or what is available.

SUBJECT: Use of the Buffalo by the American Indian

Recommended for: Primary grades

This is a module constructed for use in a pre-school program to implement the importance of ecology. One should keep in mind that this guide is to be used by the teacher and would have to be presented in a simplified manner.

PREREQUISITES: Children must have developed the ability to:

1. Listen attentively.
2. Work in a group situation.
3. Respond to teacher with ease.
4. Realize that there are different races, one being the American Indian.

BEHAVIORAL OBJECTIVES:

1. When asked to tell about the Indians' ability to use his resources completely and effectively, he will describe it using the buffalo as an example - bones for tools, hides for clothing, meat for food, etc.
2. Child will identify and describe a buffalo.
3. Child will role-play the killing and use of a buffalo.
4. Child is aware of the waste of natural resources and energy and makes a conscious effort to avoid it.
5. Child will understand the vocabulary used in all explanations and descriptions.

CRITERION MEASURES:

1. Please tell me the story about how the Indians used their resources completely, using the buffalo as your example.
2. Please identify the picture of a buffalo among these 3 choices.
3. Please act out the story about how Indians hunted, killed, and used a buffalo.
4. Please tell me about some of the ways we waste resources and energy.
5. Please tell me a story using the words Indian and Buffalo.

LEARNING ACTIVITIES: To introduce this project I will hold a short discussion about the buffalo and relate the ways Indians made use of it to similar things in our life. An example which would be easy to facilitate would be the use of a chicken. We will discuss how the feathers can be used in pillows, beds, decorations, etc. Then we will boil the chicken to cook the meat, use the broth to make soup, and discuss the various ways the bones could be used. This will give each child a chance to become actively involved in the total use of an object, use his imagination, and add his ideas. Then I can project the importance of not wasting anything in a meaningful manner.

RELATED CONTENT:

1. Pictures of Indians, buffalo, and related objects.
2. Interest center containing Indian artifacts.
3. Story about **Red Feather.**
4. Song "Buffalo Hunters" by Emma Louise Duncan.

SUBJECT: Importance of the Buffalo to the Plains Indian

Recommended for: High school

SUMMARY STATEMENT: I am presenting a two lesson module from a unit on the buffalo. The purpose of the unit as a whole will be to point out the importance of the buffalo to the Plains Indians. Also, the students would ultimately note that the disappearance of the buffalo coincided with disappearances of traditional Indian way of life.

PREREQUISITES: The students' background information should include a sense of geography so that they clearly know where the Plains States are. Previous lessons would have acquainted them with the names of most of the tribes who lived on the Plains. Also, pupils would have learned general information about the size, appearance, and habits of the buffalo from earlier lessons.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. After a class of review of the topic, the students will be divided into groups of 5 or 6 pupils, and will present 2 or 3 minute demonstrations to the class depicting how the early Mandan Indians trapped the buffalo.
2. After a class review, and when presented with a large sheet of paper and crayons the pupil will draw, in a 15 minute period, a picture of one phase of the Mandan buffalo hunt, and correctly caption the picture.
3. When presented with 10 statements concerning the Mandan buffalo hunt, the student will, within 5 minutes and with 90% accuracy, identify the statements as true or untrue.

CRITERION MEASURES:

1. After being divided into groups of 5 and 6 people each, you will be given 10 minutes to prepare a 2 or 3 minute demonstration to give before the entire class showing the Mandan Indians buffalo hunt you have learned about today.
2. You will be given 15 minutes to draw one of the phases of the Mandan buffalo hunt. You are to write a phrase either near the top or the bottom of the drawing which tells what the drawings shows.
3. On the sheet of paper I have given you are 10 statements concerning the Mandan buffalo hunt. Decide whether the statement is true or untrue. Write the word **true** or **untrue** in the blank before each sentence. If you find the sentence untrue, cross out the one word that makes the sentence untrue, and write a word above it that makes the sentence true. You will have 5 minutes to complete this task.

RELATED CONTENT/ACTIVITES:

1. Students will discuss what they think the early Mandan buffalo hunt was like.
2. One student will come forward and choose the others he feels he needs to demonstrate his concept of the Mandan buffalo hunt.
3. The teacher will read to the students about the Mandan buffalo hunt from Elizabeth Payne's MEET THE NORTH AMERICAN INDIAN.
4. After discussion of how their ideas may have differed from those in the story, pupils will work in groups to accurately demonstrate to the rest of the class information they have about the buffalo hunt.

5. Pupils will draw one phase of the buffalo hunt and caption that picture.

VARIED MEDIA:

1. Books (S.D. Dept. of Pub. Inst. booklet)
2. Museum tour (with the unit)
3. Indian Resource people
4. Artifacts loan from USD
5. Wall map of the US which identifies the plains area, and names the major tribes that live or lived there.

SUBJECT: The importance of the buffalo in the life of the early Sioux Indians.

Recommended for: Junior high level

PREREQUISITES: Students should have a good basic understanding of the value of the buffalo to the Sioux Indians. The habits and ranges of the buffalo in South Dakota should be explored.

Students should study the many ways that the buffalo was used and how every part was used and a very important part of the existence of the Plains Indians. The buffalo became an important part of the Sioux culture.

BEHAVIORAL OBJECTIVES:

1. When presented with a list of the needs of the Sioux the student should be able to tell how the parts of the buffalo were used and the importance of every part.
2. When presented with a South Dakota map the student should be able to show the range of the buffalo and why they might be in a particular area. (feed-water)
3. Students should have a knowledge of the buffalo hunt before the use of the horse, after the horse became part of the Sioux way of life, weapons used before firearms were available.
4. Students should be able to write a short explanation of the customs of the Indian people in sharing the buffalo which they killed.
5. Without the student should be able to relate orally or in writing how the hide of the buffalo was prepared for use.
6. Without the use of aids, the student should relate orally or in writing the many ways in which the buffalo hide was used. Have a contest giving a prize to the student who can list the most ways that the buffalo hide was used.
7. Discussion of the use of the meat for food, preparation, and methods of preserving the meat for later use when no buffalo might be in the area or when the Indian people might be traveling.
8. Be able to discuss orally or write a paper about the use of bones and entrils and stomach.

CRITERION MEASURES: A teacher made evaluation will be made including the following parts:

1. List the needs of the Sioux which were filled by the buffalo.
2. Tell in a few words where the buffalo lived and what needs they had.
3. Tell about at least three methods of hunting and killing buffalo.
4. Tell about the obligation of the buffalo to his family, to his people and others in the village.
5. List the uses of the buffalo hide.
6. Write a paragraph telling how the buffalo hide was prepared to be used.
7. How many hides do you think it would take to make a family tipi.

RELATED CONTENT/ACTIVITIES: Classes will be conducted in a variety of ways. Research projects,

small group research projects, field trips, show and tell of Indian artifacts, visits to local museums and viewing collections of local people. Field trips to view buffalo herds, field trips to locations where there is evidence of former Indian villages. Resource people from the local Indian community.

PROCEDURES: A field trip will be one of the aspects of this particular study and this is what I have been preparing the student for in the preceeding points given.

The students, a resource person, and myself along with any parent who wishes to go along, will travel to a place on our ranch where we have been fortunate enough to have located some tipi rings made many years ago by Indians who lived in this area. There is a high rock cliff where we can take a fantasy trip and visualize how one phase of a buffalo hunt myth have been carried out by driving the buffalo over the ledge causing them to be crippled or killed so they would be easier to get for the needs of the village

As we set and view this wide village we will sketch tipis of the Indian village, the racks with meat drying in the open air and the campfire where the rocks are heated to drop into the pauche bag to cook the meat.

A resource person from the Indian community will be present to add comments and help with the discussion. We will visit the creek bed where bones are exposed on the creek bed were there is a deep cut made by erosion caused by the rapid flow of water from the high hills in the background.

MATERIALS RELATED TO THIS UNIT:

LEGENDS OF THE SIOUX. (color) 16mm, film available through the State Library.

Baldwin, Gordon. AMERICA'S BURIED PAST. GP Putnams Sons, 1962, 395.

SUBJECT: Supplementary and motivational studies in Indian culture and holidays.

Recommended for: Junior High

PREREQUISITES: The students I work with are those students (grade 5-8) in the middle school who need special help in reading. Most of the students have become labeled slow learners because of their difficulty with reading. Most of them are reading on a 3.0 level and have become poorly motivated perhaps because they lack skills but more probably because they lack the experiences upon which they might build the desire to learn to read. My class of about 45 minute modules -- motivation, technical phonic skills, and comprehension skills. This learning module will be projected over a period of time (probably three weeks) during the 15 minute motivational time period. The prerequisites would be that the student express a desire to explore the Indian culture and holidays (hopefully the desire will be expressed after I "plant the seed") I would expect the students to be able to read or listen to the material we would choose to explore.

BEHAVIORAL OBJECTIVES:

1. With my guidance (or the other students in the class), the student will, during the first 15 minutes session, locate in Volume 15 of the Childcraft encyclopedia, the section entitled, Indian, American, and then find at least one of the sections suggested under that heading.

2. During another period, the student will read a selection aloud to me and then, through discussion, we will summarize it.

3. Several other periods, we will read and discuss a selection, again using the index.

4. The student will use the atlas and globe to locate the cities mentioned in the selections read.

5. I will tape record a story of the student's choosing on an Indian personality (Vol. 12 or 13). After listening to the tape, the student wil answer six questions which he read **before** listening to the tape.

6. The student will learn to play one Indian game to be able to explain it to the other members of his group. If he prefers, he may choose a recipe and follow the directions to make it.

7. The student will find one library source, other than **Childcraft**, that deals with an aspect of Indian culture of holidays and bring that source to class.

8. The student will use an index to begin to explore a subject of his own choosing.

CRITERION MEASURES: No formal testing is done in my special reading class so I will measure behavior in this way:

1. Please name one other culture that interests you. Using the index of an encyclopedia (may be **Childcraft**) locate one selection.

2. Please read one very short selection on another culture and compare it with what you know of Indian culture. If the content of the selection is not comparable, discussing it with me will suffice.

3. After you feel that you have an understanding of some aspect of Indian culture and/or holidays, report it to your classmates in your area. (Depending on the students--it might be better to report to a small group of students in his class).

4. Locate a city on the globe or atlas. Tell me what direction it is and what you know about it.

5. Please write out the answers to the six questions that we discussed after you listened to the tape recorded story.

6. Please explain the game to the other members of your group or bring a sample of the recipe you tried (for me to eat).

7. During class we will read and talk about the library selection he brought.

8. We will use class periods to discuss any new articles or interests.

LEARNER ACTIVITIES: The student will work either with me (1 to 1) or with no more than three others. We will plan a trip to the museum, our middle school library and the public library (for the purpose of getting a library card.) If the student expresses a desire to do some art work or other creative activitiy, we will (within reason!) Since the purpose of the unit is motivational, I feel that is has endless possibilities, but the student will determine the direction from this point.

RELATED CONTENT: The **Childcraft** encyclopedia and the atlas and/or globe will be the primary sources; however, I plan to utilize the bibliographies from this course and the high interest, low vocabulary books I have when the student expresses the desire to explore further.

SUBJECT: Contributions of the Sioux Indian to the whites

Recommended for: Grades 5, 6, and 7

CONCEPT: The white people who came to South Dakota received much from the Sioux. They took many ideas and items and adapted them to white man's culture.

PREREQUISITES: The students should have a good basic understanding of the following:

1. The Sioux tribe and its subdivisions.
2. The coming of the Sioux to South Dakota.
3. The adaptations of the Sioux to the plains area after leaving the forested area of Minnesota and Wisconsin.
4. The part that the horse played in this adaptation.
5. The buffalo's place in the world of the Sioux.
6. The family life of the Sioux.
7. The winter count.
8. The ceremonies of the Sioux.
9. The religion of the Sioux.
10. The food, clothing, work, tools, and housing of the Sioux.
11. The language of the Sioux.
12. The fun the Sioux had.
13. The art, music, and literature of the Sioux.

BEHAVIORAL OBJECTIVES:

1. After research the learner, without the use of aids, will be able to list 5 foods and white men use today that the Indians have contributed to their menu.
2. After research the learner, without the use of aids, will be able to place on a given map of South Dakota the names of 2 counties, 3 cities, and 2 bodies of water that have names derived from the Sioux.
3. After research the student will, without aids, be able to list at least one word and one expression used by white man that has its derivation from the Sioux and to compare the meaning white man has given the word or expression to the meaning given them by the Sioux.
4. The learner after research, will be able to list a game enjoyed by the non-Indian, but was first enjoyed by the Indian.
5. The learner, after research, will be able to compare and contrast the Sioux teepee and the army tent known as the Sibley Tent, to show how General Sibley used the tepee as a model for the army tent.

6. The learner, after research, will be able to write a summary of one Indian legend to show the contribution to literature made by the Indian.

CRITERION MEASURES: The criterion measures for this module will be a teacher composed test as follows:

1. Please list 5 foods that the Indians have contributed to the non-Indian menu.

2. On the map below name and locate 2 counties, 3 cities, and 2 bodies of water whose names are derived from Indian words.

3. Please list one word that has its derivation from the Sioux language and explain its meaning to the non-Indian. Then write one expression derived from the Sioux and compare the meaning given to it by the Indian and non-Indian.

Please name one game the non-Indian copied from the Indian.

5. In a few sentences contrast and compare the tepee of the Sioux and the Sibley tent designed by General Sibley to show how the army tent was modeled on the tepee.

6. Please list 2 herbs the non-Indian has borrowed from the pharmacy of the Sioux.

7. Please write a brief summary of an Indian legend you have heard or read.

LEARNER ACTIVITIES:

1. Students may prepare a menu that could be served in his home using only those foods the Indians have contributed to the American culture. In the written menu, the Indian student would tell how his family would prepare the food and the non-Indian would explain how his family would prepare the food.

2. The students may draw or construct a tepee and a Sibley tent. Again if there would be both an Indian and a non-Indian in the class, one from each could construct his tepee or white's adaptation and make a comparison.

3. The students would learn the rules and play one game which has an Indian game as its basis.

4. Students would share with others in a small group the legends they had read or have a book-talk on a book written by an Indian.

5. A bulletin board would be made to show the contributions of the Sioux to white man's culture. On a table nearby, examples of Indian art, tools, dress, or artifacts could be displayed.

6. On a large map, each student could locate the cities, counties, and water ways bearing Indian names omitting all redundancies.

7. If possible, have a resource person come to the classroom to show the Sioux pronounciation of some of the words, names, and expressions derived from the Sioux language.

SUBJECT: South Dakota Reservations

Recommended for: Intermediate level

PREREQUISITES: The students should have a good basic understanding of the following:

1. There are Indians living in South Dakota.
2. Some Indians live on reservations.
3. The tribal way of life contributed to the continuance of reservations.

BEHAVIORAL OBJECTIVES:

1. Without the use of aids, the student will within a ten minute time period, locate and label five of the reservations in South Dakota on an outline map.

CRITERION MEASURES: The criterion measure for this module will be a map activity.

1. Please locate and name five of the reservations in South Dakota.

LEARNER ACTIVITES: In small groups the students will prepare maps of South Dakota and draw in the reservations. They will use reference materials which will be available to them to locate the names and locations of the reservations.

An Indian resource person will be invited to visit the class and discuss a reservation. He will be asked to explain either why he lives on a reservation or why he does not, depending on the person's situation.

RELATED CONTENT: The following reading materials will be on display and are for the students' use in exploring in greater detail areas in which he is particularly interested in.

Bealer, Alex. THE PICTURE-SKIN STORY. Holiday House 1957.

Beske, Ernest. THE NORTH AMERICAN INDIANS. Doubleday, 1964.

Yellow Robe, Evelyn. AN ALBUM OF THE AMERICAN INDIAN. F. Watts, 1969.

Bleeker, Sonia. THE SIOUX INDIANS. Morrow, 1962.

Dines, Glen. INDIAN PONY. Macmillian, 1963.

Dolch, Edward. TEPEE STORIES. Garrard, 1959.

Farquhar, Margaret. INDIAN CHILDREN OF AMERICA. Hold, Rienehart and Winston, 1964.

SUBJECT: Crazy Horse Monument

Recommended for: Elementary level

PREREQUISITES: The students should have a good basic understanding of the following:

1. Events in the life of Crazy Horse and his part in the history of the Sioux Indians.
2. Meaning and significance of the word monument.

BEHAVIORAL OBJECTIVES:

1. Without the use of references, the learner will write, within a 20 minutes period, a one-page paper, explaining the value and use of time in the construction of the monument.
2. When presented with a picture of the monument as it appeared in 1974, the learner will be able to identify it on sight.

CRITERION MEASURES:

1. Please write a one-page paper explaining the use of time and its value in the construction of the Crazy Horse Monument. You have 20 minutes to complete this task.
2. From a group of five pictures of the monument taken at different times during its construction, select the one that shows it as it appears in 1974.

LEARNER ACTIVITIES:

1. Slides and pictures showing the mountain upon which the monument is being made and of the various stages in the construction up to the present time, will be shown to the students in a group.
2. Guided discussion on the time involved in the work on the monument and the reasons for this great amount of time.

RELATED MEDIA AND MATERIALS:

Books:

CRAZY HORSE. Shannon, Garst.

GREAT WARRIOR OF THE SIOUX. David McKay, 1950.

RETURN OF CRAZY HORSE. William, Kotzwinkle.

SUBJECT: Indians Discover America

Recommended for: Intermediate Elementary level

PREREQUISITES: The student should have the basic geographic knowledge of the North and South American regions, and their position in relation to Asia.

BEHAVIORAL OBJECTIVES:

1. Without the use of aids, the learner will, within a 2 minute period, construct a rough drawing of where the North American continent was in relation to Asia at the time in history when the Indians crossed over from the continent of Asia.

2. With the use of a map, the learner will, within a 5 minute period, identify the basic routes followed by the Indians as they migrated southward throughout North and South America.

3. With the use of resources available in the classroom, the learner will, within 10 minutes, list at least two reasons why the Indians were constantly migrating.

CRITERION MEASURES:

1. Construct a free hand drawing of where the North American continent was in relation to Asia at the time in history when the Indians crossed over from Asia. You have 2 minutes.

2. Identify, on the map provided, the basic routes used by the Indians as they migrated throughout North and South America. You have 5 minutes.

3. List two reasons why the people, who later became labeled as Indians were constantly migrating. You may use any resources available in the classroom or information obtained in discussion and the filmstrip. You have 10 minutes.

LEARNER ACTIVITIES: The class will participate in the discussion of the theories of the North American and Asian continents touching or nearly touching.

The class will observe and listen to a filmstrip and cassette dealing with the arrival to the new world by the Indian people. The filmstrip also deals with the reasons for and routes used in spreading throughout the new world.

Following the filmstrip the class will be allowed to split into smaller groups and discuss what they had just heard and seen.

SUBJECT: Social Studies, Indian Studies, History

Recommended for: Junior High level

PREREQUISITES: Students should have a basic understanding of the Sioux Indians's way of life.

BEHAVIORAL OBJECTIVES: Students will be able to write a short essay on the importance of the Ghost Dance to the Sioux.

LEARNING ACTIVITIES:

1. Read books:
   a. GHOST DANCE MESSIAH, by Paul Bailey
   b. GHOST DANCE, by David Miller
   c. THE GHOST DANCE RELIGION AND THE SIOUX OUTBREAK OF 1890, by James Mooney.

2. View films:
   a. The Eloquent Instrument
   b. Ghost Dance

3. Discuss in class the meaning of the Ghost Dance and the impact it had on the lives of the Sioux.

CRITERION MEASURE: Write an essay paper (not less than three pages) on the meaning of the Ghost Dance and the importance it had in the lives of the Sioux.

Editor's Note: This Module is included because it is felt to contain potentials for development in the areas of Indian Religion, Changes in the mode of Indian religion, and historical reactions.

SUBJECT: The Wars for the Bozeman Trail 1866-68

Recommended for: Jr. High and High School

PREREQUISITES: Students should have a basic knowledge of the organization and location of the Teton Sioux, N. Cheyenne and Crow Indians. Students background should also contain an understanding of the military structure and methods of warfare for the subject tribes and the U.S. Cavalry (all the prerequisites would have been provided the student in previous classes).

BEHAVIORAL OBJECTIVES:

1. The student will be able to understand the relationship between white settlement and the exploitation of the native population. In this case the Montana Gold Rush.

2. The student will be able to understand the importance of the Powder River Basin to the Native peoples and the effect that the Bozeman Trail had on the ecology of the basin.

3. The student should be able to describe and give the significance of the three major armed confrontations that took place along the trail (Fellerman, Hayfield & Wagon Box).

4. The student will understand the Treaty of Laramie 1868 which ended the war and its effect both then and now.

CRITERION MEASURES: The criterion measures for the above stated objectives will be a teacher constructed test broken down into the following parts:

1. Write a one-page essay on the conditions that existed for both races in Montana and Wyoming in 1865.

2. Write a half-page essay on the significance of the Powder River Basin to the Tetons, N. Cheyenne's and the Crow. Contrast it with the basins importance to the whites.

3. Pick one of the three major military engagements and describe and give the significance of it.

4. List 4 immediate effects of the Treaty of Laramie on the three tribes under discussion. List two effects today.

RELATED CONTENT ACTIVITIES:

1. Class discussions centering on the Indian decision to fight for the Powder River country.

2. Map exercise concerning the trail, forts, geographic features, location of tribes, etc.

3. Reading related materials from bibliography. Only relevant portions of suggested works would be read - each student would be responsible for reading two selections.

SUBJECT: Discrimination Frustrations of the Plains Indian

Recommended for: Grades 7-9

PREREQUISITES:

1. Students will have read:
   a. CUSTER DIED FOR YOUR SINS.
   b. WE SPEAK, YOU LISTEN.

2. Read as many articles pertaining to incidents of violence (Indians).

3. Students should be acquainted with each other to a point of trusting.

OBJECTIVES:

1. Students should be able to identify:
   a. Factors creating discrimination.
   b. Factors fostering discrimination.
   c. Attitudes resulting from discrimination.
   d. Methods for reducing discriminating practices.

2. Students should be able to identify with those discriminated against.

CRITERION MEASURES:

1. Subjectively evaluated by instructor.
   a. How well student demonstrates ability to identify.
   b. How well the student participates in the resulting discussion after the activities.

2. Possible amount of resulting change in student's behavior.

RELATED CONTENT/ACTIVITIES:

1. View film on discrimination.

2. Play the discrimination game - 4 students will take the roles of the segregated participants and be subjected to the practices of discrimination.

3. The effects of the project will be discussed to help accomplish the objectives.

SUBJECT: A Comparative Study of The Indian Nations Prior to European Civilization

Recommended for: Secondary level

PREREQUISITES: Prior to this particular module students will have been divided into groups of two or three, assigned a particular Indian nation for their group, given a number of possible reference materials, and given a number of areas to study.

LIST OF NATIONS	LIST OF COMPARISONS
Apache	Customs
Seminole	Dress
Cherokee	History
Chippewa	Traditions
Crow	Dwellings
Deleware	Foods
Nez Perce	Occupations
Navajo	Heroes
Peublo	Religion
Pima	Rituals
Sioux	Beliefs
Iroquois	Tales (legends)
Mohawk	Art
Algonquin	Symbols
Hopi	Geographic conditions

The students spend the previous two or three modules collecting data on the suggested list of comparisons.

BEHAVIORAL OBJECTIVES: At the close of this particular module, students will have demonstrated through symbols, responses, and discussion a knowledge of the various topics in the Suggested List of Comparisons for their assigned Indian nation.

It is not till the following module, when students have pointed out and discussed the various contrasts and comparisons among the many Indian nations, that the student will be expected to demonstrate some knowledge of the similarities and differences among the Indian nations in relation to their geographical locations.

CRITERION MEASURES: Students will be judged on their symbols depicting the items found on the List of Comparisons, their explanation of them, and their ability to handle questions fielded to them from other members of the class. They will all be judged on their knowledge of the location of each Indian nation and it's geographic features which affect the life of the inhabitants.

ACTIVITIES: Prior to this module, students should have completed the task of collecting data on the topics in the List of Comparisons for their assigned Indian nation. They should also be able to pin-point to some extent the boundaries in which their assigned Indian nations lived just prior to the arrival of the European.

On the day of this particular module the teacher will have constructed a large wall map of the United States. This can be done easily by projecting a transparancy of a United States map from an over-head projector to a large piece of paper tacked to the wall, and tracing its outline with a magic marker.

When the students arrive they will break up into their groups and leafing through a number of magazines, find pictures, captions, or symbols to represent the topics in their List of Comparisons for their particular

Indian nation. After approximately 20 minutes, they will then paste their pictures and symbols in collage form on the wall map, being sure to stay within the location boundaries of their assigned Indian nations. After approximately 10 minutes, one group at a time will begin an interpretation of their section of the collage, collectively answering any questions fielded to them by the rest of the class.

It is really during the following module when students begin to compare and contrast the Indian nations found in various parts of the country that an appreciation of the total picture can be enjoyed.

SUBJECT: A seminar study on the attitudes of regional white authors toward the Indian as expressed in their literature.

Recommended for: High School level

PREREQUISITES: Completion of one of the three following studies offered by the high school curriculum:

1. American Indian History
2. Literature of South Dakota
3. Independent studies in Indian studies.

OBJECTIVES:

1. Each student will read or view each of the four assigned activities prior to the class, taking notes on the attitudes of each of the authors toward the Indian.
2. With the use of notes, each student will be able to identify and discuss for five minutes one attitude conveyed about the Indian by each non-Indian author.
3. With the use of notes, each student will participate in a discussion exchange on these attitudes for about 20 minutes.
4. During a small group discussion (four people to a group), the group will compare and contrast the white author's attitudes to the previous knowledge gained from the classes they participated in as prerequisites.
5. With the use of notes, each student will write a 500 word opinion paper analyzing the attitudes expressed toward the Indian as it emerges from the white-author literature.

CRITERION: The criterion measures for the above stated objectives will be as follows:

1. Subjective analysis of individual reports and group interaction.
2. Teacher-graded essay.

ACTIVITIES: The following activities are to be individually completed prior to the seminar.

Read:

a. CONQUERING HORSE., by Fred Manfred.
b. excerpts from Lewis & Clark's JOURNALS.
c. THE OXCART TRAIL, Herbert Krause
d. Hamlin Garland's short stories about the Dakota Indians

View:

A MAN CALLED HORSE, and Neihardt's interview with Dick Cavett on BLACK ELK SPEAKS

SUBJECT: Sensitivity - cultural conflict

Recommended for: Grades 9-12

This module is centered around a true partial biography of an Indian boy's adjustment to school. The boy entered school knowing only the Dakota Language. The biography takes us through his first five years of school.

PREREQUISITES: The student should have a basic knowledge of the presence and interaction of differing cultural groups. This knowledge should have pre-disposed the student to a beginning awareness of the influence this has on human behavior.

BEHAVIORAL OBJECTIVES:

1. To be able to listen and identify the boy's struggle.
2. To compare the boy's struggle with one's own adjustment to school.
3. To be able to articulate one's feelings concerning the cultural struggle depicted in the biography.
4. To be able to construct possible alternate solutions to the problem.

CRITERION: After listening to the biography the student will be expected to:

1. Listening to the teacher's presentation of the biography.
2. Writing of an essay by the student revealing his own feelings or reactions to the biograph's problem.
3. Listing of 2 alternate solutions to the problem.
4. Discussion of the biography, one's essay and alternate solutions.
5. Role playing of the biography.

RESOURCES:

1. Personal biography
2. Books and Films
3. Personal interviews with students, teachers, & parents
4. Periodicals

SUBJECT: The breaking of racial barriers.

Recommended for: Upper grades

PREREQUISITES: (To be done cooperatively with the history instructor) The students should have a good foundation and understanding of the following:

1. Customs, religion and beliefs of the Sioux.
2. Customs, religion and beliefs of the white culture of the Winner area.
3. The history of and the reasons for the Sioux settlement in South Dakota.
4. The history of and the reasons for the white settlement in South Dakota.
5. "Of What Being Indian Is.." by reading Reuben Snake.
6. Basic value structure and mannerisms of the Sioux.
7. Basic value structure and mannerisms of the whites.
8. These prerequisites will be given the student two weeks prior to the speaker so all have some background before the talk. These will be offered through reading, lectures, pictures, films, and discussion.

BEHAVIORAL OBJECTIVES:

1. The learner is to listen carefully to the speaker. He may use a sheet of paper to jot down notes to help remember. In fact, he must do this.
2. The listener will be required to list the ten most important ideas he learns from the talk.
3. The listener will prepare two logical, concise questions to ask the speaker at the close of his talk.

CRITERION MEASURES:

1. From notes each student will, on the following day, orally state his reactions to the talk. He will be allowed two minutes. The talk will include two positive ways of breaking racial barriers. The talk is to be given extemporaneously - not read.
2. Time will be allowed at the close of the talks for the class to question one another - or -
3. The class will be divided up into groups of five for discussion:
   a. Each group will choose a leader.
   b. Each group will ask questions of its members.
   c. They will then pick the two most significant questions.
   d. The leaders will report back to the class as a whole, asking these questions, giving his group's response, and handling any feedback from the class as a whole.
   e. The instructor will provide guided observation throughout the discussion period for the purpose of improving the understanding of causes and cures of racial barriers and for evaluation of what is being heard and observed.

OPTIONAL ADDITIONAL FOLLOW-UP ACTIVITIES:

1. Each student may read one book from a provided list on Indian culture, and present an oral report on it.

    a. The oral reports will be given using the dittoed form provided.
    b. An exchange of views from students will be allowed at the close of each report - this is to facilitate better understanding.
    c. The reports will be three to five minutes in length, presented extemporaneously.
    d. Two outlines will be required - one for the student and one for the instructor.
    e. Grading will be based on comprehension of the material, the manner in which it is presented, and on following all instructions.

2. The films "Oscar Howe, The Sioux Painter" and/or "The Pride and the Shame" will be shown. (If not done prior to Leroy's talk).

    a. Follow-up will be discussion on the films for exchange of views.
    b. Perhaps a re-evaluation of racial barriers would be most appropriate at this point. It would be used to reinforce Leroy Grieves' talk of an earlier date.

RELATED CONTENT/ACTIVITIES:

1. Art exhibit of Sioux works.

2. A trip to the reservation.

    a. The purpose of this would be to show living conditions, work problems, social contact, etc.

ALTERNATIVE MEDIA AND MATERIALS:

Some of the alternatives have been previously listed, such as books, pictures, and films.

Other resource Indian people from the local area might be utilized at this point. If student reaction indicates further need, this would be the next follow-up.

SUBJECT: Validity of the public image of the South Dakota Sioux

Recommended for: Junior high level.

In the last nine week period of the school term students will learn how to judge the validity of the public image of the Sioux as portrayed through the news media, movies, novels, text books, art, etc. This will be determined by a paper handed in the last week listing from ten to fifteen discrepancies that they've identified giving a description, place and time it happened (both in the class and in the geographical and true time period), and a valid reason why they believe it to be a discrepancy.

PREREQUISITES: In order to meet the criterion of the learning module the students must meet the following prerequisites. The prerequisites are to be met in the proceeding nine week periods in the Indian Studies class.

1. Ways of dress and hair style.
2. Area of environment, place of living.
3. Family interaction and tribal interaction.
4. Customs, values, beliefs.
5. Legends, religion, myths.
6. Food, hunting practices.
7. Differentiate the different Sioux dialects.
8. Geographical history.
9. War history.
10. Heroes.
11. Influence of the trapper, gold miner, homesteader, solder, liquor, firearms, missionary, treaties, government.

BEHAVIORAL OBJECTIVES:

1. Students will view a battle scene from an early western movie film for part of the class hour. Rest of the class hour to be spent in discussion determining the validity.
2. Students will view massacre scene of Wounded Knee from an old western movie and hold discussion of validity.
3. Students will view the film "Journey Through Rosebud" taking notes on happenings that will be checked for validity as homework.
4. Students will discuss the film "Journey Through Rosebud" using their notes to interact and come up as a group one list of valid aspects portrayed and one list of invalid aspects portrayed as true images of present day Sioux people and customs to the public.

More behavioral objectives are to be written up using the following. Materials for these are to be pre-ordered and readily available for use.

1. Movie prints of old wild-west films.

2. Movie prints of new portrayals of Indian life, ex. "Man Called Horse" and "Little Big Man"

3. Authentic color pictures of the Sioux people in all aspects of life.

4. Comic books, western novels, text books, etc. Written for the time era - late 1700's to late 1800's.

5. Forms of literature written after the 1950's till today.

These additional objectives are necessary to provide varied ways of determining the truth of all aspects of the Indian image that is being now projected to the public.

SUBJECT: Poetry in American Indian Culture

Recommended for: Junior High level

PREREQUISITES: The pupils should have a basic understanding of the following:

1. Poems mean different things to different people.

    a. American Indian poetry of native happenings and surroundings.
    b. Poetry that combines expressions of traditional, and contemporary environments.
    c. Poetry that reflects current life style and events.

2. American Indian poetry also usually appeals to the senses.

BEHAVIORAL OBJECTIVES:

1. Within a 15 minute period read an Indian poem orally, and tell which of the above categories it would come under.

2. Within a 10 minute period write a brief resume of your favorite poet.

3. List five other Indian poems you have recently read and write briefly about each. (15 minute time limit)

4. Read the three selections chosen for you to read by your instructor and tell which sense each appeals to.

5. Within a 15 minute period write an original short poem of something that interests you.

CRITERION MEASURES: The criterion measures for this module will be an open book test composed by your teacher.

1. Select 3 poems that are written about each of the following. Time limit 10 minutes.

    a. Poetry about poets native world.
    b. Poetry combining new culture with the old.
    c. Poetry about current life and happenings.

2. In a 15 minute period write a short original poem about anything that is of interest to you. State which of the senses it appeals to.

3. In a 10 minute period read orally to the class a poem you have enjoyed, and explain briefly why you selected it.

4. Time 10 minutes, write a paragraph about your favorite author.

LEARNER ACTIVITY:

1. A booklet of original poems of all the class will be compiled, and illustrated with drawings. This will be a group project.

RELATED CONTENT:

1. A display of poetry books, drawings, artifacts, and any other materials pertaining to poetry

module will be available for classroom use and discussion.

Bibliography--Resources--Elementary

BOOKS

1. Jones, Jettie -- THE TREES STAND SHINING.
2. Allen Terry - Durham, Mae J. -- THE WHISPERING WIND.
3. McGrath, Thomas - Vinz, Mark--DACOTAH TERRITORY 5.

PAPER

4. Mohawk Nation - Rooseveltown, Akwesasne Notes, New York.

SUBJECT: How the Sioux Language Utilizes the English Alphabet.

Recommended for: High School level

PREREQUISITES: The student would have a basic knowledge of the following: In the English alphabet.

1. All the letters in order.
2. The various sounds each letter symbolizes.
3. The diacritical markings that indicate these sounds.
4. The letters used as consonants.
5. The letters used as vowels.
6. The total number of letters.

BEHAVIORAL OBJECTIVES:

1. The learner will recognize the fact that the Sioux Language never developed its own alphabet and why, they rather adopted English characters to symbolize Sioux sounds.
2. When presented a copy of the English Alphabet, the learner will strike out the five consonants that symbolize sounds **not** used in the Sioux Language.
3. Without the use of aids, the learner will write the five vowels including diacritical markings indicating the sounds used in the Sioux Language.
4. The learner will recognize the fact that the five universal vowels are used to indicate sounds in the Sioux Language.
5. The learner will recognize the fact that the sounds of the vowels **never** change in the Sioux Language.
6. The learner will furnish the diacritical markings for five gutteral consonant sounds.
7. The learner will recite five gutteral consonants used in the Sioux Language.
8. The learner will furnish the diacritical markings for the explosive consonants.
9. The learner will recite five explosive consonant sounds used in the Sioux Language.
10. The learner will furnish the diacritical marking for the surd **s**.
11. The learner will recite the sound the surd **s** symbolizes.
12. The learner will furnish diacritical markings for four integrated consonants.
13. The learner will write the symbol for the nasal **n**.
14. The learner will recite the sound which the nasal **n** symbolizes.
15. The learner will recognize the fact that the Sioux Language utilizes 21 consonants from the English Alphabet plus the five vowels, but consonants can be changed in sound to produce 37

sounds in total.

CRITERION MEASURES: The criterion measures for this module will be a teacher-composed test as follows:

1. Using no more than five minutes, write a brief paragraph explaining whether or not the Sioux Language developed its own alphabet and why.
2. From the following list of English letters strike out the five consonants that are **not** used to indicate sounds in the Sioux Language.
3. Please list the five vowels used in the Sioux Language as well as their diacritical markings.
4. Please state an outstanding characteristic about the vowels in the Sioux Language as contrasted with the vowels used in English.
5. Please state five consonants which may have a gutteral sound. Place diacritical markings to show their sound.
6. Please state five consonants which may have an explosive sound. Place diacritical markings to show these sounds.
7. Please place the diacritical markings for the surd **s**.
8. Please state four integrated consonants and place their diacritical markings to show their sound.
9. Please state the symbol for the nasal **n**.
10. Within a time period of 10 minutes, write a paragraph contrasting the use of the English Alphabet by the English language and the Sioux language. In this paragraph pay special attention to the number of sounds and letters found in each.

ORAL TEST: An interview will be held with each student in which they will reproduce the following vocally:

1. Five gutteral consonants.
2. Five explosive consonants.
3. The surd **s**.
4. The nasal **n**.

LEARNING ACTIVITIES: Learning activities for this module will primarily consist of small discussion groups, each with a discussion leader. The classroom teacher will be a member pro tem of each discussion group and will act as a catalyst. In addition, a blackboard demonstration will be used to illustrate the various Sioux diacritical markings.

The classroom teacher will illustrate each sound vocally while holding a card carrying the smybol of the sound. The students can repeat these sounds after each is given by the teacher.

A committee made up of members from each discussion group will make sets of flashcards with felt-tip markers and tag board. These cards can be used by each group to drill on tne markings and the symbols. The students can do this themselves.

The classroom teacher will give a dictation lesson in which he will dictate the sounds for the students to write. This should be a trial writing and any sounds missed may be redone.

SUBJECT: Teaching 1st or 2nd graders to count to 5 in the Lakota language.

Recommended for: 1st and 2nd graders

PREREQUISITES:

1. Student should be able to count up to five in English.
2. Student should be able to recognize 1, 2, 3, 4, 5 as numerals.

SPECIFIC BEHAVIORAL OBJECTIVES:

1. Student should be able to recite with group the numbers 1-5 in Lakota.
2. Student should be able to count to five in Lakota by himself as an individual without the aid of the teacher, class, or pictures.
3. Stimulate interest in Indians - their culture and language.

CRITERION MEASURES: Children will be told what they are expected to learn and how it will be determined if they do know.

1. Students will be asked as a group to recite the numbers (wanji, nunpa, yamni, dopa, zaptan) in Lakota from 1-5.
2. Student will be asked to count from 1-5 in Lakota by himself or herself.
3. Read the class an Indian tale or legend and see if they are interested or want to konw more about Indians.

THE METHODS TO BE USED IN ACHIEVING THE DESIRED BEHAVIOR ARE:

1. Discussion,
2. Group work,
3. Conferences: one-to-one basis,
4. Drills,
5. Modeling and imitations,
6. Skill practice session.

In addition these above activities, students will be provided with an educational game (showing the number in numberal form on one side and the Lakota spelling is covered with a slot that can be lifted) to help with achieving the objectives.

The numbers from 1-5 will also be on tapes or records for the children to listen to.

The class will also be visited by a Lakota story-teller and he will ask if anyone can count to five in Lakota and reward them with a story if they can.

SUBJECT: A Beginning Vocabulary of the Sioux language

Recommended for: Junior High

PREREQUISITES: Students would need to know the alphabet of the Sioux language. Also the student would be expected to know the different sounds of the Sioux language.

BEHAVIORAL OBJECTIVES:

1. Without the use of outside aids the student will be able to write twenty-five common words of the Sioux language.

2. When presented with a list of 50 common words the student will be able to identify to the instructors satisfaction 40 of these words.

3. In a period of 10 minutes the student will recite three everyday phases used in the Sioux language.

CRITERION: The criterion for this module will be a teacher composed test as follows:

1. Please list 20 common words of the Sioux language.

2. From a list of words you are to select fifteen words and give the English definition for each word.

3. From the five listed everyday Indian phrases you are to select three and tell what they are in English.

4. You will have one hour to complete the above three questions.

RELATED ACTIVITIES: Learner activities for this module will consist of small group and individual study on words and phrases assigned by the instructor.

An Indian resource person will be used to review the alaphabet and phrases of the Sioux language.

A visit to the local grocery store will be made to utilize the using of Indian vocabulary words to the items on display in the store.

RELATED CONTENT MATERIAL: Visit a local museum where students will be asked to associate the Indian words to various items that are being shown in the museum.

The following reading materials will be on display and are for the students use in exploring in depth those areas in which they are interested:

Amon, Aline. TALKING HANDS.
Bleeker, Sonia. THE SIOUX INDIANS.
Eastman, Charles. SIOUX INDIAN BOYHOOD.
Hairy Shirt, Leroy. LAKOT WOOPOPE - WOUAPI., Rosebud, 1973.
Hassrick, Royal. THE SIOUX.
Hoffman, Charles. AMERICAN INDIANS SING.
Minor, Nono. THE AMERICAN INDIAN CRAFT BOOK.

SUBJECT: Beginning language: Development of Elementary Sioux Language Skills.

Recommended for: Beginning.

PREREQUISITES: Have basic knowledge of the English language. Should be aware if Sioux language is spoken, be familiar in sound or natural accent. Should know Sioux is being spoken, instead of some other language.

BEHAVIORAL OBJECTIVES: To learn and familiarize with 12 Sioux words at the end of the hour. To be able to put together conventional words learned. To be able to ask for an object or to say yes, no, or thank you.

1. Behavior: responses, drilling of words, learning to connect words.

2. Terminal behavior: To be able to identify objects nouns. To be able to separate words to get a different definiation and learn to ask for things and to be able to say thank you or what's your name.

CRITERION MEASURES:

1. Fifteen to twenty minutes of drilling words.

2. Model such as hold a toy standing in front of the class. Tell them what it is and have them repeat after you.

3. Put all toys, (objects) in front of the class on the table. Have each child bring to you what you asked for or take to another student.

4. Show him an object. Have him ask for it in Sioux and when you give it to him, have him say thank you in Sioux.

LEARNER ACTIVITIES:

1. Field trip - take the children where they can be exposed to the language. To be able to mingle among the native language speakers.

2. Models such as toys or objects should be in constant use in class rooms so children can examine and play with these articles and they will learn to identify each to each other.

SUBJECT: A Lesson on Lakota words for foods served at a traditional Indian Feast

Recommended for: Grades 1-3

This lesson will take 3 class periods of 55 minutes each. The age group or level could fit almost anywhere depending upon the background of the students. We will assume the children are in grade 5. The lessons are designed to teach the Lakota words for the foods served in a traditional Indian feast.

PREREQUISITES:

1. The students should have a good basic understanding of the events taking place prior to holding a feast.

2. A good cultural-historical background of the food's served at a feast is necessary.

BEHAVIORAL OBJECTIVES:

1. When presented by the teacher using flash cards at the end of the 2nd class period the students will be able to identify in Lakota 4 out of 6 cards representing 6 different foods or courses of a feast within a time limit of 2 minutes per each flash card.

2. The students will be able to pronounce in Lakota the foods of a feast when presented the food. This will be accomplished at the end of the 3rd lesson. All students will be able to pronounce all foods.

3. The students will be able to write the Lakota and English for the food items of a feast at the end of the third lesson.

CRITERION MEASURES: The criterion measures used for this lesson will be teacher-constructed.

1. From the 6 flash cards the student will be able to identify 4 of the 6 foods. They must be able to pronounce 6 foods in Lakota and pronounce it. The students will have 2 minutes per flash card for this task.

2. When shown 6 foods of a feast the student must pronounce each food in Lakota before receiving the foods to eat. The students will have 40 minutes for this task.

3. The students will write from memory the Lakota and English words identifying the foods served. The students will have 10 minutes to complete this task.

RELATED CONTENT/ACTIVITIES: Classes will be conducted using a variety of approaches. This lesson will take 3 class periods extended over 3 days. Indian resource people will be utilized with items 2 and 3.

1. Directed observation: The teacher or resource person will present the words using the blackboards. Introduction of the words will also be made using the overhead projector which has pictures of the food.

2. Drill - The students will drill on the Lakota words using flashcards. This drill will develop pronounciation and spelling in Lakota and the correlation with English.

3. Laboratory experience - the laboratory experiences will be the actual identification of the 6 foods in Lakota. After the student identifies the 6 foods he will be able to eat it.

RELATED CONTENT:

1. The 6 foods - prepared by the community.
2. The flash cards - prepared by resource people.
3. The 6 overlays - prepared by resource people.

SUBJECT: Development of Elementary Sioux

Recommended for: Beginning class

Condition: Aural-oral method - no reading or writing. Grade 2.

PREREQUISITES:

1. Students should have the basic knowledge of the English language.

2. It would benefit the student if he is familiar with the sound of Sioux pronunciations. These students would primarily be Indian students, thus, they would be exposed to some words and the pronunciation of some words.

BEHAVIORAL OBJECTIVES:

A. In a ten-minute time period the student will be able to pronounce and understand the following words:

   1. Wowapi wan - a book.
   2. Makasan icage onge - some chalk.
   3. Wowapi icage wan - a pencil.
   4. Wowapi ska - paper.

B. When presented with several objects, the student will select one in two minutes which will be requested by another student.

   1. Wowapi wanjin wacin - I want a book.
   2. Wowapi icage wanjin wacin - I want a pencil.

C. When requested by a fellow student, each student will perform the following in a two minute time period.

   1. Takad iyaya ye - go out, please.
   2. Timaked u ye - come in, please.
   3. Deciya un ye - Come here, please.

CRITERION MEASURES:

A. After holding up various objects, and asking each student individually in Dakota, he will respond within a two minute time period for each item.

   1. Wowapi wan - book.
   2. Wowapi ska - paper.
   3. Makasan icage - chalk.
   4. Makasan - clay.
   5. Ipajuju - eraser.
   6. Wowapi icage - pencil.
   7. Wowapi wan qu makasan icage orge - a book and some chalk.

LEARNING ACTIVITIES:

A. Warm-up exercises reviewing previous lessons.

B. When presenting new material, students will be actively involved.

C. Teaching method - min-mem method. Children will imitate the model then repeat the word.

D. Puppets very useful - makes lesson more colorful.

E. Flannel boards very useful.

F. Relativity is a must in the instruction of the words. The students will be able to relate the vocabulary with the objects more readily.

G. Songs.

H. Tape recorder should be utilized. Student should be allowed to use it at leisure time, be able to hear his own responses.

I. Lessons may be expanded out of the classroom, in this manner the children will be able to gain a broader vocabulary.

J. Plays may be performed at various times using the Dakota Language.

K. Foods should be introduced into the lessons and the children should be able to experience these foods at the same time learning the vocabulary of such foods.

Text: **Dakota Wowapi Wicoie** by: Blossom Keeble.

TEACHER'S SECTION

I. Statement of Idea, Skill, or Attitude to be learned.

A. Major Idea, Skill, or Attitude to be learned.

To retain and develop an appreciation for the Sioux culture through an understanding of the Dakota language among our young boys and girls at St. Paul's Indian Mission.

B. Component Ideas, Skills, or Attitudes.

1. The Dakota language may be conveniently divided into three dialects; Lakota, Yankton and the Dakota.

2. A Dakota child has several mothers. All his aunts on his mother's side are his Inas or second mother's. A Dakota child has several fathers. All his uncles on the father's side are his ate.

3. The two basic ways of translating the Dakota language are word by word and the whole thought. In writing from one Dakota dialect into another, we are guided by two considerations:

(1) Consonant clusters
(2) Single consonants.

4. The Dakota calendar came about as the Sioux people migrated from place to place, and the calendar consists of many moons. The colorful names given the "moon" (months) of the year varied from band to band.

5. Pemmican, maize, wojapi, wahanpi, aguyapi, were common Indian foods which were dried by the Indian women, and kept from season to season.

6. To correlate the Dakota language with other subject material as in a Language Arts lesson. In forming sentences in the Dakota language, the subject is placed first, object second, and the verb last. Adjectives always follow the noun.

II. Learning objectives:

1. Given a list of number words from one to ten in the Dakota language, the student will be able to differentiate the ten number words from those spoken in the Lakota language.

2. Given a list of family positions, the student will be able to identify his position in the family.

3. Given a paragraph in Dakota the student will be able to translate the words to the English language.

4. Given a list of the twelve months of the Dakota Calendar year, the student will be able to compare the twelve months to the English Calendar.

5. Given a list of five foods in the Dakota language the student will be able to differentiate these foods from our foods of today.

This module was compliled and used at St. Paul's Indian Mission in grades 5 and 6. Intended to help students who were of Sioux Origin to retain their culture and to revive the Dakota Language.

6. Given a list of four sentences in the Dakota language the student will be able to write the sentences, placing the subject first, object second, and verb last, and compose these sentences with the English language structure.

Instructions to the Teacher

I. Instructional Approach

This module presents facts and infor ation about the Dakota language.

II. Identification of Learners.

Since this module is designed pirmarily for the fifth grade level and for the Indian students, the activities will likely be carried out with very small groups or with individual students in some parts.

III. Special Instructions

A. Equipment needed:
16mm. film projector
projection screen

B. Material needed:
Periodicals and phamphlets that contain articles on the topic:

Dakota Language
Handbook of American Indian Languages
Washington, U.S. Government Printing Office, 1911.
Bureau of Am. Ethnology, Bulletin 40
Government Document, 1968.
U.S. Bureau of Indian Affairs

Media needed:

Recommended films that are available from the South Dakota Library Commission, Pierre, So. Dak.

Crazy Horse Cultural Center
Circulation Library
Chadron, Nebraska

U.S. Indian Service
Haskell Institute
Lawrence, Kansas

Bureau Wide Film Service
P.O. Box 66
Brigham, Utah

Instructions for Evaluation

Pre-Test Keys

1. Wan'ca, Nun'pa, Ya'mni, Topa, Zaptan, Sape, Sa'kowin, Sa'katoga, napciwanka, wikcemna
2. a. Winona
   d. Caske
   b. Hapistinna
   c. Hepi

My Family and I

3. My name is. I am the oldest girl in my family, so I am called "Winona" at home. My grandmother tells me that the oldest child, or the oldest girl in a family is a very special person.

4.

i 1.	f 7.
e 2.	h 8.
g 3.	k 9.
l 4.	c 10.
b 5.	d 11.
a 6.	j 12.

5. a. aguyapi
   b. wahanpi
   c. maize
   d. wojapi
   e. pemmican

6. a. Hok'sila kin sunka wanyuha
   b. Waka'ntan' ka make Kin Ka'ge
   c. Ko'la Wa'ste' wan luhahe
   d. De Dakota ma waste

7. True or False

   1. False
   2. True

Special Instructions for the Self Tests

1. Lesson One - answers are in the components and are also reviewed in the activities. Item no. 3 may bring out different responses, depending on how observant the student is.

Post - Test Key

1. Student will check which words he can identify.

2. My name is _____. I am the oldest girl in my family, so I am called "Winona" at home. My grandmother tells me that the oldest child, or the oldest girl in a family is a very special person.

3.

1. d	4. b
2. a	5. f.
3. e	6. c

4. a. The boy has a dog.
   b. God made the earth.

c. Do you have a good friend?
d. I am a good Indian.

5. 1. True
2. False

2. Lesson Two - answers are in the component and also reviewed in the activities.

3. Lesson Three - answers are in the component and also reviewed in the activities.

4. Lesson Four - answers are in the component and are also reviewed in the activities.

5. Lesson Five - answers are in the component and are also reviewed in the activities. Item no. 1 may bring out different responses, depending on how observant the student is.

6. Lesson Six - answers are in the component and are also reviewed in the activities.

PRE-TEST

Instructions:

Complete the following pre-test by following the directions given. When you have finished the pre-test, take it to your teacher for checking. You may use the 45 min. class period.

Purpose of the Pre-Test:

If you successfully complete the pre-test, you need not complete this module. However, if you do not know the Dakota language, do not be discouraged. Go on with lesson 1.

Pre-Test for the Dakota language:

1. List the number words from one to ten in the Dakota language.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

2. Match the family positions as listed:

1.	first born girl	a.	Winona
2.	first born boy	b.	Hepi
3.	last born boy	c.	Hapistinna
4.	third born girl	d.	Caske

3. Translate the following paragraph to the English language.

TIWAHE MITAWA KIN

Micaze kin _____ emaciyapi. Miye wicinyanna matchapa tiwahe mitawa en, hencen tiyata "Winona" aya cazemayatapi. Kunsi mitawa kin he omakiyaka, tuwe tokapa kin han he iyotanhan on.

4. Match the following months.

___	1.	a.	January
___	2.	b.	March
___	3.	c.	September
___	4.	d.	August
___	5.	e.	June
___	6.	f.	December
___	7.	g.	February
___	8.	h.	October
___	9.	i.	April
___	10.	j.	November
___	11.	k.	July
___	12.	l.	May

5. List five common foods that are native to the Sioux.

1.
2.
3.
4.
5.

6. Rewrite the following four sentences in the Dakota language, putting the subject first, object second and verb last.

a. The boy has a dog.
b. God made the earth.
c. Do you have a good friend?
d. I am a good Indian.

7. True or False.

1. Indian languages are related, if you speak one language, you can understand them all _____.

2. The proper name for Indian in our area is the Dakota _____.

THIS SECTION FOR STUDENT USE - THE DAKOTA LANGUAGE

LEARNING OBJECTIVES

1. Given a list of number words from one to ten in the Dakota language, the student will be able to differentiate the ten number words from those spoken in the Lakota language.

2. Given a list of family positions, the student will be able to identify his position in the family.

3. Given a paragraph in Dakota, the student will be able to translate the words to the English language.

4. Given a list of the twelve months of the Dakota Calendar Year, the student will be able to compare the twelve months to the English Calendar.

5. Given a list of five foods in the Dakota language the student will be able to differentiate these foods from English foods.

6. Given a list of sentences in the Dakota language the student will be able to write the subject first, object second, and verb last, and compare these sentences with the English language structure.

LESSON ONE

Component 1: Time element - 6 weeks

The Dakota language may be conveniently divided into three dialects, Lakota, Yankton, and the Dakota.

Objectives:

Given a list of number words from one to ten in the Dakota language, the student will be able to differentiate the ten number words from those spoken in the Lakota language.

Instructions:

In this lesson there are several activities to help you reach the objective. It may not be necessary for you to do all in order to accomplish this. You can check yourself by taking the self-test at the end of this lesson before deciding whether or not you need to do more or all of the activities listed.

Learning Activities:

Read:

Newspaper Clipping, Sept. 27, 1971, Sioux Women:

Sophia Mary Deeds works to save her native tongue. She sits hour after hour at the University of North Dakota, listening to questions in English and replying into a microphone in her native tongue.

Dakota Wayawa Wowapi, taken from the Dakota Primer Sioux Dictionary; Paul Warcloud Grant

Look:

View film; LEGEND OF THE SIOUX, Narrator Black Elk,
Number words are spoken in the film from 1-12.

Listen:

Resource Person: A local tribal person who speaks the Dakota Language.

Tape Recordings of consonant blends and consonant digraphs and number words.

Construct:

Make a chart of the consonants, and the consonant blends in the Dakota language.

Same:

The Math Machine using number words. Blast Into Space - sight recognition of words.

Self-Evaluation:

1. What number words can you identify in the Dakota language?
2. List the most common consonant blends and vowel digraphs used in the Dakota language.

Component 2. Time element 6 weeks.

A Dakota child has several mothers. All his aunts on his mother's side are his Inas or second mothers.

A Dakota child has several fathers. All his uncles on his father's side are his ate.

Objective:

Given a list of family positions, the student will be able to identify his position in the family.

Instructions:

In this lesson there are several activities to help you reach the objective. It may not be necessary for you to do all in order to accomplish this. You can check yourself by taking the self-test at the end of this lesson before deciding whether or not you need to do more or all of the activities listed.

Learning Activities:

Read:

A Grandmother's House, taken from the Dakota Primer
Little Sioux Girl; Lenski Lois (Ages 7-9)
My Family and I, taken from the Dakota Primer.

Listen:

Casette "Billy Boy", taken from the Dakota Primer.

Look:

View filmstrip
Growing Up, 78 G Color
Getting To Know Me - 6 filmstrips
3 records, 1 manual

Write:

Give an account of your position in your family.

Role-play-Introducing Caske (1st born boy) and Winona (1st born girl).

Self Evaluation:

1. List the role play of your family member according to their position in the Dakota language.

2. List the different roles that can be preformed by a 10 year old girl and a 10 year old boy.

LESSON THREE

Component 3: Time element - 6 weeks

The two basic ways of translating the Dakota language are word by word and the whole thought. In writing from one Dakota dialect into another we are guided by two considerations.

(1) consonant cluster,

(2) Single consonants

Objective:

Given a paragraph in Dakota the student will be able to translate the words to the English language.

Instructions:

The activities which are listed will enable you to reach the objective for this lesson. You may not have to do all in order to accomplish this. Check your progress by doing the self-test that is ncluded at the end of this lesson.

Learning Activities:

Write:

My Grandmother's House - taken from the Dakota Primer.
Prepare a bulletin board display with pictures of a Grandmother's House and your home of today.

Sing:

"The Rodeo Song" taken from the Singing Sioux Cowboys;
Ann Clarke - Translate the song to the English version.

Listen:

"To the Circle", presented by USD on the Dakota language Thursday evening.

Read:

Dakota Indians, Picture Skin Story by Alex U. Beale III.

Self-Evaluation:

1. What kind of writing did the Dakota Indians use so that many groups could understand?
2. What symbol did the Indians use to send messages long distances?
3. Describe the method of writing the Sioux Indian used on animal hides.

LESSON FOUR

Component 4: Time element - 6 weeks.

The Dakota Calendar came about as the Sioux people migrated from place to place and the calendar consists of many moons. The colorful names given the "moons" (months) of the year varied from band to band.

Objective:

Given a list of the twelve months of the Dakota Calendar year, the student will be able to compare the twelve months to the English Calendar.

Instructions:

The activities which are listed will enable you to reach the objective for this lesson. You may not have to do all in order to accomplish this. Check your progress by doing the self-test that is included at the end of the lesson.

Learning Activities:

Construct:

Make a Dakota Calendar of the twelve months of the year. For each day for one month write down what happened.

Collect:

Bring pictures of different ways of observing holidays and rituals relating to the Dakota Calendar.

Prepare a bulletin board display showing the different "moons" for the Dakota Calendar.

Self-Evaluation:

1. What are the years called in the Dakota language?
2. Explain the meaning of "moons" for the months of the year of the Dakota Winter Count.

LESSON FIVE

Component 5: Time element - 6 weeks.

Pemmican, maize, wojapi, wahonpi, aguyapi were common Indian foods which were dried by the Indian women and kept from season to season.

Objective:

Given a list of five foods in the Dakota language the student will be able to differentiate these foods from our foods of today.

Instructions:

The activities which are listed will enable you to reach the objective for this lesson. You may not have to do all in order to accomplish this. Check your progress by doing the self-test that is included at the end of this lesson.

Learning Activities:

Listen:

Resource people (Mrs. Estelle Red Lightning and Mrs. Paul Dauphinais) explain and prepare fry bread.

Prepare a bulletin board display. Collect pictures showing the kinds of food gathered and prepared by the Sioux Indian people and other tribes.

Read:

"Indian Harvest"; Janet May Lucas, the art of American Indian Cooking; Zaffe Kinball and Jean Anderson.

Dakota Indian; Crary, Margaret, a twelve year old Sioux Indian boy of South Dakota gains many rewards because of his efforts to raise his own corn crop and take to the Corn Palace.

Self-Evaluation:

1. List the different foods that the Indian taught the early settlers to grow.
2. List the different methods the Indians used to teach the white man how to cook the different foods.
3. What foods does our language owe to the Indian people?

LESSON SIX

Component 6: Time element - 6 weeks

To Correlate the Dakota language with other subject materials in a Language Arts Lesson. In forming sentences in the Dakota language, the subject is placed first, object second, and the verb last. Adjectives always follow the noun.

Objective:

Given a list of four sentences in the Dakota language the student will be able to write the sentences, placing the subject first, object second and verb last and compare these sentences with the English language structure.

Instructions:

The activities which are listed will enable you to reach the objective for this lesson. You may not have to do all in order to accomplish this lesson. Check your progress by doing the self-test that is included at the end of the lesson.

Learning Activities:

Spelling Lesson: Write the first ten words of Lesson 17, and use each word in a sentence using the Dakota language.

Write: a poem using the title "Winter" in the Dakota language and translate to the English language. Make pictures of a Winter scene with the poem. Tape record your poem, and play recordings to other classes.

Read: Jim Thorpe; an Indian athlete, Van Ripes, Gurnsly Jr.

Self-Evaluation:

1. List four different ways that the Dakota language may be correlated with other subject material.
2. In what ways has the writing of the Dakota language helped you in your Language Arts lesson?

POST-TEST

Instructions:

To see how well informed you are about the Dakota language, answer the following: you have 30 minutes to complete the test.

1. In the list which follows, which words in the Dakota language can you identify?

a.__ Wan'ca	f.__ mini	k. __witchi
b.__ Topa	g.__ canbarpi	l. __
c.__ wakan	h.__ wakantanka	m.__ptientuwi
d.__ sa'kowin	i. __ aguyapi	n. __wojupiwo
e.__ tado	j. __ waharpi	o. __madokeco kawi

2. Translate the following paragraph to the English language on composition paper.

Micaze kin _____ emaciyapi. Miye wicinyanna matokapa tiwahe mitawa en, hecen tiyata "Winona" aya cazemayatapi. Kunsi mitawa kin he omakiyaka, tuwe takapa kin han he iyotanhan on.

3. Match the following.

___ 1.	first born girl	a.	Caske
___ 2.	first born boy	b.	witchi
___ 3.	last born boy	c.	wojupiwo
___ 4.	January	d.	Winona
___ 5.	March	e.	Ha'kena
___ 6.	May	f.	Istayazampiwo

4. Rewrite the following sentences using the English sentence structure.

   a. Hok'sila Kin sunka wan yuha

   b. Waka'ntan'ka made kin Ka'ge

   c. Ko'ls wa'ste' wan luha he

   d. De Dakota ma waste

5. True or False

   1. The proper names for Indians in our area is the Dakota _____.

2. Indian languages are related; if you can speak one language, you can understand them all _____.

QUEST ACTIVITIES

1. Prepare a questionnaire for a survey of the speaking, reading, and writing of the Dakota language among secondary students (9-12).

2. Find out how many students speak other Indian languages.

3. Make a study of the languages spoken at St. Paul's Indian Mission.

4. Time element on the quest activities - 2 weeks.

STUDENT EVALUATION FORM FOR THE DAKOTA LANGUAGE

Please complete the form below and give it to your teacher. You don't need to sign your name. Your opinion will be appreciated so please do it yourself. Time - 10 minutes.

Place an X in the appropriate blank.

1. Before you started this module, did you know how to speak or write the Dakota language? yes ___ no ___ some ___

2. Do you know how to speak and write it now? yes ___ no ___ some ___

3. Do you like this module method of learning, or the required daily assignment method of learning? MODULE ___.

4. What do you like best about the module?

5. What do you dislike most about this module?

6. How can this module be improved?

7. Rate this module:

   _____Very good, _____Good, _____O.K., _____Poor.

A Module for Teaching First Grade Children
How to Speak Five Words in the
Dakota Language

PREREQUISITES: The students should have an awareness of the words to be taught and the meaning of each word in the English language. They should also be aware of the difference in speech of different cultures and how people communicate when there is a difference in cultures.

BEHAVIORAL OBJECTIVES:

1. The learner will be able to speak five words pertaining to food taken from the Dakota language. These words will be selected from seven words the learner has practiced verbally in Dakota.

2. The learner will be able to select food from a table by asking for that food in Dakota language.

CRITERION MEASURES:

1. The learner will be able to speak five words pertaining to food, taken from the Dakota language. The learner will speak these words in Dakota language in five minutes.

2. The learner will be able to select food from a table by asking for that food in Dakota language within a twenty minute period.

RELATED CONTENT ACTIVITIES: Indian resource personnel will be utilized for objectives number 1 and 2.

1. The children will listen to an Indian speak the Dakota language. The children may request favorite words of their own for him to translate into Dakota. This will be done in a large group.

2. The speaker will have recorded the words to be learned on the tape recorder. A scrap book containing pictures of these words will be used as the words are repeated on the tape. Sentences will be spoken in English with the Dakota word used as a rebus. This will be done in groups of eight.

3. Pictures will be used in a card game similar to the game "Go Fish". The child must ask for the food in Dakota language. This game will be played in groups of six. The children will make the cards.

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EDITOR'S NOTE: The above listing of Books, films, and periodicals are by no means any where near complete. The listing is a reflection of the materials the participants in workshops on Contemporary American Indians were able to assemble during the short period of those workshops.

Listed below are addtional bibliographies, in which more complete listings of resource material appear.

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